



**Government of the Republic of Malawi**

## **MALAWI EDUCATION REFORM PROGRAMME (MERP)**

**ENVIROMENTAL AND SOCIAL MANAGEMENT PLAN (ESMPs)  
FOR  
CONSTRUCTION AND OPERATION OF CLASSROOM, FEMALE  
TEACHERS' HOUSES AND SANITATION BLOCKS AT VARIOUS  
SCHOOLS IN THE CENTRAL EAST EDUCATION DIVISION (CEED)**



**PROJECT IMPLEMENTING AGENCY:**

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Ministry of Education,  
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**February, 2024**

## ***Executive Summary***

### **1. Background Information**

This is an Environmental and Social Management Plan (ESMP) Report for the construction and operation of classroom and sanitation blocks, and female teachers' houses at various public primary schools in the Central Eastern Education Division (CEED) through the Malawi Education Reform Program (MERP) under Ministry of Education (MoE). MERP is implemented with support from the World Bank, Global Partnership on Education (GPE) to improve the learning environment in the education sector in particular the primary education. MERP is in tandem with the aspirations of Malawi's Vision 2063 of achieving an inclusively wealthy and self-reliant industrialized upper-middle-income country. It also aligns with the Sustainable Development Goal (SDG) number 4.

The Programme Development Objective (PDO) of MERP is to improve learning environments for students in lower primary in government schools and strengthen management of the education system. MERP is implemented in all the 34 Education Districts in Malawi with an expected implementation period of 4 years from December 2021 to December 2025. The program, under Component 2 will involve construction works of 10,900 classrooms and 1,000 sanitation blocks. Under component 3 the program shall involve construction of 50 female teachers' houses across the country. Schools with over 1 to 90 Pupil to Classroom Ratio (PCR) will be prioritised for funding.

### **2. Nature of the Project**

The proposed project is the construction and operation of low-cost classroom twin-blocks at 687 primary schools, sanitation blocks at 163 primary schools, and female teachers' houses in 16 primary schools in the CEED. The classroom blocks will have a capacity of 80 learners (40 learners per classroom). The sanitation blocks will include girls' pit latrine block with three holes of which one is for the disabled and a change room and also boys' pit latrine block with four holes of which one is for the disabled and a urinal. The classroom and sanitation blocks will be constructed at existing school (public) land. Construction will be done by local community artisans.

### **3. Project Duration and Estimated Number of Employees**

The project duration will be a maximum of three (3) months (12 weeks) per site and is expected to commence during the dry season. One local community artisan per project site will be contracted and trained in general management of construction works before commencement of construction works. In addition, each project site is expected to have on average five workers. A qualified Clerk of Work will be contracted at district level to supervise the artisans.

### **4. Objectives of the ESMP**

The purpose of the ESMP was to assess and predict potential positive and negative environmental and social impacts emanating from the construction and operation of classroom and sanitation blocks and to prepare suitable enhancement measures to the positive impacts and mitigation measures to the negative impacts. This was done in accordance with the Environment Management Act (EMA) of 2017, Environmental Impact Assessment Guidelines of 1997 and World Bank Environmental and Social Framework (ESF).

### **5. Study Methodology**

The study used literature review/desk studies, field visit/physical inspection of the site and surrounding areas, stakeholder consultations, and reporting and documentation to assess the

environmental and social impact assessment and prepare the ESMP report. The study was guided by Terms of Reference (ToRs) provided by the Director General of Malawi Environmental Protection Authority (MEPA).

## **6. Summary of Key Positive and Negative Impacts and their Enhancement and Mitigation Measures**

A number of positive and negative impacts were identified, and enhancement and mitigation measures for both the positive and negative impacts were proposed as summarised below.

### **6.1 Key Positive Impacts and their Enhancement Measures**

#### ***6.1.1 Reduced learner-classroom ratio through the new classroom blocks***

##### Enhancement measures:

- a) Construct the classroom blocks according to design and standards
- b) Sensitise learners and the community against vandalism of the classroom blocks, and;
- c) Regularly carry out maintenance works to maintain good classrooms standards.

#### ***6.1.2 Increase in number of learners enrolled***

##### Enhancement measures:

- a) Construct the classroom blocks according to design and standards, and;
- b) Regularly carry out maintenance works to maintain good classrooms standards.

#### ***6.1.3 Improved sanitation and reduced learner-latrine ratio***

##### Enhancement measures:

- a) Sensitise staff and learners to appropriately use the sanitation facilities;
- b) Ensure that the sanitation facilities are kept clean at all times;
- c) Sensitise learners and the community against vandalism, and;
- d) Regularly carry out maintenance works on sanitation facilities.

#### ***6.1.4 Creation of local employment opportunities and capacity building***

##### Enhancement measures:

- a) Provide clear communication to the communities about the available employment opportunities targeted to men, women, members of the vulnerable group and the youth;
- b) Match responsibilities of the employed women, members of the vulnerable group and the youth to their abilities;
- c) Orient the selected artisans immediately after recruiting them and identify potential constraints and challenges that they may face and help to resolve them;
- d) Provide equal employment opportunity to both men and women, and;
- e) Ensure wages are above the minimum wage and paid on time.

#### ***6.1.5 Increase in business opportunities***

##### Enhancement measures:

- a) Ensure potential supplies and building materials such as cement, cement blocks, quarry stones, iron sheets, paint, and soft wood timber are provided by Malawian traders licensed by appropriate authorities and registered by Malawi Revenue Authority (MRA).

#### ***6.1.6 Improved household income especially for those working at the construction sites***

##### Enhancement measures:

- a) Ensure people from the local communities are employed and provided with wages above the minimum wage.

### ***6.1.7 Improvement of scenery of the school premises***

#### **Enhancement measures:**

- a) Construct the classroom blocks according to design and standards;
- b) Ensure proper landscaping of the around the classroom blocks;
- c) Sensitise learners and the community against vandalism of the classroom blocks, and;
- d) Regularly carry out maintenance works to maintain good classrooms standards.

### ***6.1.8. improved housing and availability of female teachers in remote school***

#### **Enhancement measures:**

- a) Construct the classroom blocks according to design and standards;
- c) Sensitise learners and the community against vandalism of the classroom blocks, and;
- d) Regularly carry out maintenance works to maintain good houses standards.

## **6.2 Key Negative Impacts and their Mitigation Measures**

### ***6.2.1 Disruption on provision of education services at the project schools***

#### **Mitigation measures:**

- a) Prohibit use of classrooms and any other school buildings for storage of material or any other use by the artisans and construct a temporary storage room at site;
- b) Avoid noisy construction activities during classes or at night, and;
- c) Conduct one sensitisation meeting before project commencement and another midway with artisans on code of conduct (CoC) presented in Appendix 9 on school premises.

### ***6.2.2 Increased incidences of child labour***

#### **Mitigation measures:**

- a) Employ only adults with a minimum age of eighteen (18) years;
- b) Conduct sensitisation meetings with artisans and their workers, local chiefs/leaders, school administration, learners and the community on prohibition of any forms of child labour;
- c) Strategically, erect signage, which are three metres high, with prevention of child labour messages at construction sites, and;
- d) Put in place a grievance redress management committee (GRMC) to receive and address child labour complaints.

### ***6.2.3 Increased risks of learners to sexual exploitation abuse (SEA), defilement, child marriages, early and unwanted pregnancies***

#### **Mitigation measures:**

- a) Develop an induction program including a CoC for all workers which will be signed prior to starting their work. The CoC (Appendix 9) will address the following issues:
  - Zero tolerance of illegal activities such as child labour, sexual exploitation, defilement, child prostitution, harassment of women, gender-based violence, purchase or use of illegal drugs, fighting;
  - Disciplinary measures and sanctions (e.g. dismissal) for infringement of the CoC, and;
  - Commitment or policy to cooperate with law enforcement agencies investigating perpetrators of SEA, defilement, GBV and others.
- b) Ensure a copy of the CoC is presented to all artisans and their workers and signed by each of them;
- c) Develop a child safety management plan as described in Appendix 9;
- d) Develop and implement a GBV/SEA Action;

- e) Coordinating with the District Office of Gender, Children, and Social Welfare and the Police Department to carry out sexual harassment or SEA awareness campaigns around the sites, and;
- f) Ensure availability of an effective Grievance Redress Mechanism (GRM) as stipulated in Appendix 5.

**6.2.4 Increased occupational health and safety (OHS) risks to workers during construction**  
Mitigation measures:

- a) Ensure availability of first aid kits and training to administer first aid;
- b) Ensure the artisans conduct daily OHS talks to their workers;
- c) Provide personal protective equipment (PPE) to the workers and enforce its use;
- d) Train workers regularly on OHS risks prevention;
- e) Put appropriate warning signs in areas with high risk of safety, and,
- f) Facilitate the formation of OHS Welfare Committee at each construction site.

**6.2.5 Increased risk to sexually transmitted infections (STIs), and HIV and AIDS to the learners and to the workers due to interaction between the learners and the workers and also among the workers**  
Mitigation measures:

- a) Conduct quarterly sensitisation meetings for workers on STIs, HIV and AIDS prevention;
- b) Distribute education, information, education and communication (IEC) materials on STIs, HIV and AIDS for free to all workers;
- c) Provide free male and female condoms to all workers, and;
- d) Place posters at strategic places on raising awareness of STIs including HIV and AIDS.

**6.2.6 Generation of solid wastes, spills and effluent**  
Mitigation measures:

- a) Implement sorting, reusing and recycling of solid wastes;
- b) Ensure no littering at the project site and provide adequate on-site waste receptors such as colour coded bins or skips for temporary waste storage. Use of rubbish pits should be discouraged;
- c) Arrange with the District Council to identify a suitable site or sites (new or existing) for waste disposal at different project sites;
- d) Obtain permits to handle, store, transport, and dispose of hazardous waste from MEPA in advance of construction;
- e) Segregate and clearly label hazardous waste and store in suitable drums or containers in secure facilities that have a banded impermeable layer;
- f) Ensure good housekeeping and sanitation practices are promoted at each site, and;
- g) Provide spill-control kit and materials (e.g. oil binding agents, sand, shovels, etc.) to drivers and workers, to clean up spills, if necessary.

**6.2.7 Water Pollution**  
Mitigation measures:

- a) Ensure provision of workers' pit latrine on site, and;
- b) Ensure safe dispose of liquid and solid wastes.

**6.2.8 Loss of trees and other ground cover**  
Mitigation measures:

- a) Ensure vegetation clearing is confined to areas directly affected by the construction, and;
- b) Ensure replacement of trees and vegetation lost on site and other affected areas.

### ***6.2.9 Risk of natural disasters such flash floods, landslides, storms and earthquakes***

#### **Mitigation measures:**

- a) Ensure site selection of the proposed classrooms and sanitation blocks should be done in consultation with School Management Committees (SMC) and approved by the District Council who screened the sites;
- b) Ensure during construction that classrooms are raised at least 60 cm higher to avoid flooding and landslides;
- c) Ensure inclusion of drainage structures that collect and direct water from the classroom block to existing drainage system or other natural water ways;
- d) Ensure the classrooms and sanitation blocks are sited where natural wind blockades such as trees are present, and;
- e) Develop and implement specific disaster risk management and emergency response plans as provided in Appendix 6 related to the school sites in liaison with the Area Civil Protection Committees (ACPC) and Village Civil Protection Committees (VCPC).

### ***6.2.10 Land degradation resulting from sand mining***

#### **Mitigation measures:**

- a) Obtain permit on sand mining from the Environmental District Office;
- b) Ensure sand from the riverbed is not extracted in long continuous stretches;
- c) Ensure there is no collection of large quantities of sand from any single location resulting in a depression on unsafe riverbed or land condition;
- d) Ensure there is no excavation of deeper than three metres at any single location, and;
- e) Maintain records of all sand extraction (quantities, locations, timing, etc.) for monitoring.

### ***6.2.11 Increased conflicts of water use among the school, artisans and communities***

#### **Mitigation measures:**

- a) Develop a water usage plan for the school, artisans and communities;
- b) Identify and utilise other sources of water for construction by the artisans;
- c) Store 5000 litres of water for construction per day in tanks filled during times when water demand is low (e.g. at night) for use during peak hours of the day, and;
- d) Facilitate formation of GRMC and usage of GRM in conflict resolution as stipulated in Appendix 5.

### ***6.2.12 Artisan's non-compliance with labour laws and regulations***

#### **Mitigation measures:**

- a) Artisans should sign a CoC before commencement of construction works, which contains among other issues, labour related laws and regulations, and;
- b) Sensitize workers on labour related issues and regulations to ensure that the artisan is compliant.

## **7. Conclusion**

The project is important as it is aimed at improving the learning environment in the education sector in particular the primary schools in CEED thereby contributing to the achievement of the aspirations of Malawi Vision 2063 as well as the SDGs by the country. The positive impacts of implementing the project outweighs the negative impacts. The potential negative impacts identified should be minimized or eliminated through the implementation of the mitigation measures outlined in the Environmental and Social Management and Monitoring Plan (ESMMP) in Table 4-4. The total implementation budget for the ESMMP is MK 290,750,000.00 and the average budget per district is MK 58,150,000.00.

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## *List of Acronyms and Abbreviations*

ACPC	Area Civil Protection Committee
ADC	Area Development Committee
AIDS	Acquired Immunodeficiency Syndrome
AoI	Area of Impact
CBOs	Community Based Organizations
CEED	Central Eastern Education Division
CEO	Chief Education Officer
CGRMC	Cluster Grievance Redress Management Committee
CoC	Code of Conduct
CoF	Certificate of Fitness
COVID-19	Coronavirus Disease 2019
CPEA	Coordinating Primary Education Advisor
CRWB	Central Region Water Board
CSOs	Civil Society Organisations
CVSUs	Community Victim Support Units
DCPC	District Civil Protection Committee
DESC	District Environment Sub-Committee
DEM	District Education Manager
DFO	District Forestry Officer
DGRMC	District Grievance Redress Management Committee
DODMA	Department of Disaster Management Affairs
DPD	Director of Planning and Development
DPW	Director of Public Works
DSA	Daily Subsistence Allowance
DSWO	District Social Welfare Office
DWDO	District Water Development Officer
DYO	District Youth Office
EDM	Education Division Manager
EDO	Environmental District Officer
EHSGs	Environmental, Health and Safety Guidelines
EIA	Environmental Impact Assessment
EIMU	Education Infrastructure Management Unit
EMA	Environmental Management Act.
EMIS	Educational Management Information System
EQUALS	Equity with Quality and Learning at Secondary
ESCP	Environmental and Social Commitment Plan
ESF	Environmental and Social Framework
ESIA	Environmental and Social Impact Assessment
ESMF	Environmental and Social Management Framework.
ESMP	Environmental and Social Management Plan
ESMMP	Environmental and Social Management Monitoring Plan
ESSs	Environmental and Social Standards
FCDO	Foreign, Commonwealth and Development Office
FGD	Focus Group Discussion
GBV	Gender-Based Violence
GIIP	Good International Industry Practice

GPE	Global Partnership on Education
GRM	Grievance Redress Mechanism
GRMC	Grievance Redress Management Committee
GVH	Group Village Headman
HIV	Human Immunodeficiency Virus
HSAs	Health Surveillance Assistants
IEC	Information, Education and Communication
ILO	International Labour Organization
KII	Key Informant Interview
LGAP	Local Government Accountability Project
LMP	Labour Management Procedures
LPG	Liquefied Petroleum Gas
MAREP	Malawi Rural Electrification Programme
M & E	Monitoring and Evaluation
MERP	Malawi Education Reform Project
MEPA	Malawi Environment Protection Authority
MESIP	Malawi Education Sector Improvement Project
MHM	Menstrual Health Management
MIE	Malawi institute of Education
MK	Malawi Kwacha
MoE	Ministry of Education
MoH	Ministry of Health
MoLGRD	Ministry of Local Government and Rural Development
MRA	Malawi Revenue Authority
NGO	Non-governmental Organisation
NRP	National Reading Program
NWRA	National Water Resources Authority
OHS	Occupational Health and Safety
OSC	One Stop Centre
PAD	Project Appraisal Document
PAP	Project Affected Persons
PBCs	Performance Based Conditions
PCR	Pupil to Classroom Ratio
PDO	Project Development Objective
PEA	Primary Education Advisor
PFT	Programme Facilitation Team
PFTGRMC	Programme Facilitation Team Grievance Redress Management Committee
PIM	Project Implementation Manual
PLHIV	People Living with HIV
PPE	Personal Protective Equipment
PQTR	Pupil Qualified Teacher Ratio
PSIG	Primary School Improvement Grant
PSIP	Public Sector Investment Programme
PTA	Parents and Teacher Association
SEA	Sexual Exploitation and Abuse
SEP	Stakeholder Engagement Plan
SDG	Sustainable Development Goal

SGBV	Sexual And Gender-Based Violence
SIG	School Improvement Grant
SLP	School Leadership Program
SMC	School Management Committee
SOPs	Standard Operating Procedures
SRHR	Sexual And Reproductive Health and Rights
STIs	Sexually Transmitted Infections
TA	Traditional Authority
ToR	Terms of Reference
ToT	Training of Trainer
TTC	Teacher Training College
USAID	United States Agency for International Development
VAWG	Violence Against Women and Girls
VCPC	Village Civil Protection Committee
VDC	Village Development Committee
VEC	Valued Environmental Components
VSU	Victim Support Unit
WHO	World Health Organization
VHWC	Village Health and Water Committee
WPC	Water Point Committee

## ***Chapter 1: Introduction and Background***

This is an Environmental and Social Management Plan (ESMP) Report for the construction and operation of classroom and sanitation blocks, and female teachers' houses at various public primary schools in the Central Eastern Education Division (CEED) under the Malawi Education Reform Program (MERP). This chapter provides background information about MERP which include Project Development Objective (PDO), and the MERP components. The chapter also provides objectives of the ESMP, spatial location and size of the land earmarked for construction activities under the program. Finally, the chapter explains the methodology used to prepare the ESMP and provides stakeholder consultation comments.

### ***1.1 Background Information***

MERP is implemented by the Government of Malawi through the Ministry of Education (MoE) with support from the World Bank, Global Partnership on Education (GPE) to improve the learning environment in the education sector in particular the primary education. MERP is in tandem with the aspirations of Malawi's Vision 2063 of achieving an inclusively wealthy and self-reliant industrialized upper-middle-income country. It also aligns with the Sustainable Development Goal (SDG) number 4, which is to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." This is also in line with Government's goals in the education sector on expansion of equitable access to education, improvement of quality and relevance of education and improved governance and management as stipulated in the National Education Sector Investment Plan (NESIP) 2020-2030.

MERP is a successor of the Malawi Education Sector Improvement Project (MESIP) which the MoE successfully implemented for four years with funding from the World Bank. While MESIP was implemented in eight districts in the country, MERP is being implemented in all the thirty-four education districts in Malawi. The expected implementation period of the MERP is from December 2021 to December 2025. Considering the proposed civil works and other interventions at the various beneficiary schools, MERP recognises the need to conduct an environmental and social impact assessment to identify anticipated positive and negative impacts and propose measures for managing these impacts. This will also assist the project to have social acceptance through involvement of all relevant stakeholders. The report is a basis for managing, mitigating, and monitoring the environmental and social impacts associated with the construction and operation phases of the proposed project.

### ***1.2 Project Components***

The PDO of MERP is to improve learning environments for students in lower primary in government schools and strengthen management of the education system. The programme intends to have a national scope, implying that the catchment will be extended to all public primary schools. There will be a blend of targeted investments in Standards 1 and 2, incentives to districts, and direct support to schools to address constraints which prevent schools from providing quality education. Schools with more than 1 to 90 Pupil to Classroom Ratio (PCR)

will be prioritised for funding. The MERP's scope consists of five components which contribute to the PDO. There are three fixed components supporting project activities; a variable component capturing Performance Based Conditions (PBCs); and a component for project coordination. Under component 2 subcomponent 2.1 the project will involve construction works of 10,900 classrooms and 1,000 sanitation blocks. In addition, the program under component 2, sub-component 2.2. and component 3, sub-component 3.1 will recruit 3,500 auxiliary teachers and 2,605 learner mentors. The five components include the following:

### **1.2.1 Component 1. Enhanced Primary School Improvement Grants**

This component supports the expansion and reform of Primary School Improvement Grants (PSIG) to provide additional and more needs-based support to schools, with timely and predictable delivery of finance. PSIG are the primary source of discretionary finance to schools, and of vital importance for the long-term capacity of schools to ensure safe and effective learning environments. PSIG supports all non-staff expenses for schools, including repair and maintenance of infrastructure; supply of student learning materials; mobilisation of communities; and provision of support to girls and disadvantaged students. However, the current PSIG is inadequate to meet school needs, and is subject to delays and discrepancies in delivery which pose severe limitations in its usefulness for schools. This component builds upon the successful pilot under MESIP, in which additional School Improvement Grants (SIG) was provided to schools on a randomised experimental basis, paid directly to schools from the central government, to be spent on a number of strategies to address low rates of promotion and learning, and high female dropout rates. The component aims to address the following limitations of PSIG:

**Adequacy:** PSIG is low on a per-capita basis in Malawi in comparison with other countries: the typical schools receive just US\$1.50-2.0 per student, compared to US\$5 in Tanzania and US\$12 in Kenya. The strategies supported by MESIP SIG have been mainstreamed into the guidance for utilisation of the main PSIG, including provision of MHM materials and gender-specific infrastructure, notably girls' changing rooms, awards for most improving students, inviting female role models to schools, monitoring and counselling girls at risk of dropout, awareness raising around early marriage and sexual and reproductive health, monitoring and addressing of GBV as well as increased testing and remedial teaching. However, without an expansion in the PSIG amount, there is a risk that schools will not be able to fully implement these additional responsibilities.

**Delays and shortfalls:** PSIG is subject to severe delays in disbursement. Although it is intended to be released early in the school year, between September and November, the average date of receipt is 25<sup>th</sup> February, more than halfway through the school year. These delays stem from bottlenecks in disbursement of PSIG from districts to schools. Around five percent of schools in any given year do not receive PSIG at all, representing a shortfall in budgeting.

### **1.2.2 Component 2. Improved Learning Environments in Lower Primary**

This component will provide additional grant finance, targeted to schools with exceptional need, to support construction of low-cost classrooms and hiring of auxiliary teachers to address



severely large class sizes in lower primary. Shortages of classrooms and teachers in lower primary are severe, leading to high rates of dropout and repetition and low and inequitable levels of learning. This component therefore focuses on the two highest-cost strategies, additional classrooms and teachers, for which additional targeted project finance is most urgently required. (Component 1 provides support to the reform and expansion of the main PSIG, reaching all schools). The eligibility of schools for additional “MERP SIG” will be established based on Educational Management Information Systems (EMIS) data.

#### 1.2.2.1 Sub-component 2.1: Low-cost classrooms

In each project year, beginning in 2021/22, schools with PCRs above 90 and below 120 in at least one of Grades 1-4 started receiving a sufficient amount to construct a low-cost classroom. Classrooms will be constructed using community labour and procurement of materials, in a similar manner to under MESIP. A new standardised design was developed for low-cost classrooms by the Education Infrastructure Management Unit (EIMU) within MoE, which is intended to allow the construction of safe and high-quality low-cost classrooms by communities for approximately US\$5,000. In order to ensure adequate safety and quality of construction, while maintaining low costs, classroom construction under this component will adopt the standardised design for low-cost classrooms, constructed by communities with supervision from EIMU as well as district-level Clerks of Works. Schools will be required to complete construction of each year’s classrooms and allocate new classrooms to grades with the highest PCRs, before becoming eligible for further MERP SIG in the following year.

#### 1.2.2.2 Sub-component 2.2: Auxiliary teachers

In each project year, starting in 2021/22, schools with Pupil Qualified Teacher Ratio (PQTRs) above 90 in at least one of Grades 1-4 started receiving a sufficient amount to hire or maintain an auxiliary teacher. Auxiliary teachers are qualified teachers who are not currently employed in the official government teaching workforce. Schools are required to appoint auxiliary teachers to teach entirely or predominantly in grades with the highest PQTRs to receive continued finance for auxiliary teachers in the following year.

**Sustainability.** By project closing, reforms to teacher deployments to schools, supported by a PBC; and improved allocations of teachers between grades at school level, supported by School Leadership Program training (see Component 4), are expected to improve staffing in lower primary and reduce the need for auxiliary teachers. Following MERP completion, remaining needs for auxiliary teachers will be met through the expanded Public Sector Investment Programme (PSIP) SIG.

***Implementation of MERP SIG activities.*** Primary Education Advisors (PEAs) are expected to play a primary role in supervising the use of MERP SIG. Training for this activity will be provided as part of the SLP (Component 4). In addition, capacity building support will be provided to this supervision as part of support to project monitoring and evaluation (M&E) under Component 5.

### **1.2.3 Component 3. Supporting Girls' Learning**

This component supports a range of activities to raise the learning achievement of girls, including supporting female learners and improving the numbers of female teachers to act as role models for girls in rural schools. The component will recruit Learner Mentors who will be Female role models from the communities to support girls' education. The component will facilitate the development of district action plans which will provide guidance to districts on allocation of female teachers in the remote schools. Furthermore, under DAPs the component will support construction of 50 female teachers' houses in all the education districts. The component will also scale up common zonal testing (CZTs) to all the 34 education districts. The test results of the CZTs will be disseminated by means of report cards to show grade and gender disaggregated results which will be disseminated to schools to raise awareness of student learning levels and gender disparity at the school level.

### **1.2.4 Component 4. School Leadership Program**

This component will support the national delivery of an updated and revised School Leadership Program (SLP) supporting head-teachers, deputy head-teachers, PEAs, and selected female teachers to (1) create a positive and inclusive culture towards vulnerable children including girls, over-age students, and those with special needs; (2) support improved morale and performance of teachers, including strengthening their capacity to teach large classes; (3) Improve the efficiency and equity of school resource utilisation and (4) maintain and utilise academic records to support low-performing students. Evidence from a wide range of countries suggests that strong school leadership is an important determinant of high-quality teaching and learning. Supervision by meso-level officials has positive impacts on the quality of school leadership and resulting learning outcomes. In addition, PEAs are expected to play a key role in supervising the use of MERP SIG provided under Component 2. Under MESIP, a pilot implementation of the SLP, conducted by an independent consultancy consortium, achieved significant improvements in key aspects of school leadership including records keeping and formal methods of teacher appraisal. An additional experimental intervention, conducted in partnership between MoE and Oxford University, provided additional support to the development of positive school cultures. The SLP is currently being updated, and the Malawi Institute of Education (MIE) is currently being capacitated to take over delivery, with support from the Local Government Accountability Project (LGAP), implemented by the Ministry of Local Government and Rural Development (MoLGRD) with finance from United States Agency for International Development (USAID) and Foreign, Commonwealth and Development Office (FCDO).

As part of project preparation, a capacity and needs assessment will be conducted of MIE to determine the need for capacity building to enable them to fully and effectively deliver the program, including a review of the potential for continued involvement by the cohort of trainers employed for the training under MESIP by University of Malawi Chancellor College; building on a similar planned collaboration between MIE and Teacher Training Colleges (TTCs) for the secondary Equity with Quality and Learning at Secondary (EQUALS) Project (P164223). Within three months of Effectiveness, the SLP will be further updated to strengthen the content

in response to evaluation data from the pilot, to incorporate the additional material on school cultures, and to add further new material, relating to supporting teachers to achieve learning in large classes, informal means of rewarding teacher performance and the development of school cultures which meet the needs of girls, overage students, low-performing students, and those with special needs, as well as guidance on eligibility and use of MERP SIG as provided under Component 2. Beginning from 2021/22, the revised SLP will be scaled up to existing head-teachers, deputy head-teachers, and PEAs who did not undergo the original SLP under MESIP. Priority will be given to female school leaders, recently appointed deputy head-teachers, and recently appointed head-teachers.

Malawi's teaching workforce is forty-five percent female, but only about twelve percent of the head-teachers are female. The lack of female teachers in senior leadership positions pose a threat to efforts to build inclusive school cultures, to improve the distribution of female teachers, and to provide role models for female learners. While discrimination in promotions cannot be ruled out, the lack of female school leaders is also attributed by stakeholders to issues of confidence on the part of female teachers. Building on the support provided to the identification and capacitation of future female school leaders under Component 3, the revised SLP will include selected female teachers in junior leadership positions, such as section heads, with a particular emphasis on schools where neither the head-teacher nor deputy head-teacher is female.

### **1.2.5 Component 5. Project Management, and Sector Program Support and Coordination**

This component will finance the management of the project, including reporting. The component will support the establishment of a Programme Facilitation Team (PFT), consisting of a coordinator and specialists in financial management, procurement, M&E, and gender. Specialists for environmental and social safeguards will be appointed if deemed required as part of safeguards capacity assessments. In addition to supporting M&E at the national level as part of the PFT, the component will provide support to sub-district-level M&E of project activities by PEAs, with an emphasis on supervision of the use of PSIG and MERP SIG under Components 1 and 2. The component will support selected capacity building activities to develop the capacity of MoE and other implementing entities. The capacity building activities will be completed in accordance with capacity assessments completed prior to Effectiveness and defined in the Project Implementation Manual (PIM). The activities are expected to include: skills training for MoE Directorates in cross-sectoral collaboration, data management and evidence-based implementation, resource mapping and expenditure tracking; support to Clerks of Works at district level to ensure adequate supervision of construction of low-cost classrooms; and support to PSIP Desk Officers (at district level) and PEAs (at sub-district level) to ensure adequate supervision of use of PSIG and MERP SIG in schools.

### ***1.3 Objectives of Environmental and Social Management Plan***

The objective of the ESMP was to assess and predict potential positive and negative social and environmental impacts and to develop suitable enhancement and mitigation measures respectively. This was done in accordance with the Environment Management Act (EMA) of

2017, Guidelines for Environmental Impact Assessment (EIA) in Malawi of 1997 and Environmental and Social Framework (ESF) of the World Bank. The terms of reference (ToR) of developing the ESMP are provided in Appendix 1. The specific objectives of the ESMP were to:

- Identify and assess key potential environmental and social impacts including those on gender, which may be caused by the proposed classroom and sanitation blocks construction, recruitment and engagement of auxiliary teachers and learner mentors and propose mitigation measures;
- Propose measures that would enhance the positive effects of the proposed constructions, recruitments and engagement of auxiliary teachers and learner mentors;
- Propose measures that will mitigate the anticipated negative impacts of the proposed constructions, recruitment and engagement of auxiliary teachers and learner mentors; and operation activities on both the environment and social components, including gender concerns in specific sites;
- Conduct stakeholder consultative meetings which inform project key environment, social risks, and mitigation measures, and;
- Develop a costed ESMP monitoring plan with clear lines of responsibilities for key stakeholders.

#### ***1.4 Spatial Location and Size of Land***

The ESMP study was focused in CEED which comprises of the following districts; Kasungu, Nkhonkhotakota, Salima, Ntchisi and Dowa. In CEED, the construction of classroom blocks is expected to be at 687 primary schools and the construction of the sanitation blocks is expected to be at 163 primary schools. The ESMP study could not be conducted in all the schools in CEED due to the large number of schools in the division. In that respect, MoE in consultation with the MEPA sampled out 10% of the schools to represent all the schools where classroom and sanitation blocks will be constructed. The targeted 10% of the schools are presented in Table 0-1 and their location maps are provided in Appendix 12.

**Table 0-1: List of Targeted Schools in CEED**

S N	EMIS No.	School Name	Zone	Category based on PCR	No. of classrooms to build	Categorization based on PTLR	Number of sanitation blocks allocated	Classrooms	Female teachers houses
DOWA									
1	500117	Chamvu	Boma	Extreme needs (PCR > 215)	6 (3 blocks)	Eligible (Zero toilets)	1	6	
2	501042	Kapatamoyo	Chigudu	Extreme needs (PCR > 215)	6 (3 blocks)	Eligible (PTLR > 120 )	1	6	
3	501284	Kolowilo Primary	Chimungu	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120 )		6	
4	501875	Mlengwe	Dzoole	Extreme needs (PCR > 215)	6 (3 blocks)	Eligible (PTLR > 120 )	1	6	
5	500601	Chizolowondo	Kabwinja	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120 )		6	
6	503385	Chivala	Senga	Extreme needs (PCR > 215)	6 (3 blocks)	Eligible (PTLR > 120 )	1	6	
7	504157	Mndunje	Chibwata	Major needs (PCR 161-215)	4 (2 blocks)	Eligible (PTLR > 120 )	1	4	
8	501177	Katuntha	Chimbuli	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120 )		4	
9	502635	Sandulizeni	Chisepo	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120 )		4	
10	500386	Chimpeni Mduku	Kabwinja	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120 )		4	
11	500200	Chibwana	Boma	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
12	504164	Kapotera	Chibwata	Substantial needs (PCR 91-160)	2 (1 block)	Eligible (Zero toilets)	1	2	
13	506759	Mitembo	Chibwata	Substantial needs (PCR 91-160)	2 (1 block)	Eligible (PTLR > 120 )	1	2	
14	502081	Mtentera Primary	Chigudu	Substantial needs (PCR 91-160)	2 (1 block)	Eligible (PTLR > 120 )	1	2	
15	501147	Katengeza	Chimbuli	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
16	502719	Tchawale	Chimungu	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
17		Matanda School	Chigudu						1 single unit

18		Kasumba School	Nalunga						1 single unit
19		Chamwavi School	Chigudu						1 single unit
20		Chiwindo School	Boma						1 single unit
						<b>DOWA</b>	<b>8</b>	<b>64</b>	<b>4</b>
<b>KASUNGU</b>									
1	500043	Boma	Boma	Extreme needs (PCR > 215)	6 (3 blocks)	Eligible (PTLR > 120 )	1	6	
2	500960	Kamwala	Boma	Extreme needs (PCR > 215)	6 (3 blocks)	Eligible (Zero toilets)	2	6	
3	504133	Mkoko	Chaima	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120 )		6	
4	500787	Juni	Chulu	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120 )		6	
5	500827	Kadifula	Chitenje	Major needs (PCR 161-215)	4 (2 blocks)	Eligible (PTLR > 120 )	1	4	
6	504079	Demera	Chulu	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120 )		4	
7	500203	Chibwe	Kalolo	Major needs (PCR 161-215)	4 (2 blocks)	Eligible (PTLR > 120 )	1	4	
8	504113	Mdekanjiwa	Kavizinde	Major needs (PCR 161-215)	4 (2 blocks)	Eligible (PTLR > 120 )	1	4	
9	509102	Kakuyu	Chaima	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
10	500099	Chamakala	Chamakala	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
11	500226	Chigampha	Chamama	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
12	509407	Mifulu	Chamwavi	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
13	509087	Kadoweke	Chankhanga	Substantial needs (PCR 91-160)	2 (1 block)	Eligible (PTLR > 120 )	1	2	
14	504097	Mkwayule	Chitenje	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
15	500449	Chintchinda	Kambira	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
16	504836	Chipanga	Kaphaizi	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	

17	504075	Lusito	Kasasanya	Substantial needs (PCR 91-160)	2 (1 block)	Eligible (PTLR > 120 )	1	2	
18	500273	Chikomambuzi	Kawiya	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
19	500095	Chalowa	Linyangwa	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
20	501565	Mankhaka	Lisasadzi	Substantial needs (PCR 91-160)	2 (1 block)	Eligible (PTLR > 120 )	1	2	
21	504078	Kavuwa	Livwezi	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
22		Longwe School	Chaima						single unit
23		Chintchinda School	Kambira						single unit
24		Mdekanjiwa School	Kavizinde						single unit
25		Dwankhwali School	Livwezi						single unit
26		Kaziwa School	Malepera						single unit
27		Chasefu School	Malosa						single unit
28		Munye School	Nthunduwala						single unit
						<b>KASUNGU</b>	<b>9</b>	<b>66</b>	<b>7</b>
<b>NKHOTAKOTA</b>									
1	500771	Jalo	Boma	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120 )		6	
2	500189	Chia	Chididi	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120 )		6	
3	506802	Milimbo	Chipelera	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120 )		6	
4	501355	Liwaladzi	Kabiza	Extreme needs (PCR > 215)	6 (3 blocks)	Eligible (PTLR > 120 )	1	6	
5	500655	Dwangwa	Kanyenda	Extreme needs (PCR > 215)	6 (3 blocks)	Eligible (PTLR > 120 )	1	6	
6	503743	Chandiya	Boma	Major needs (PCR 161-215)	4 (2 blocks)	Eligible (PTLR > 120 )	1	4	

7	504520	Thale 2	Thale	Major needs (PCR 161-215)	4 (2 blocks)	Eligible (PTLR > 120 )	1	4	
8	500108	Chambwande	Walemara	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120 )		4	
9	506801	Kasanje	Chipando	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
10	500479	Chipelera	Chipelera	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
11	500244	Chigunda	Kaongozi	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
12		Dzanika School	Tadwe						Single unit
13		Mtambwadzi School	Kasipa						Single unit
						<b>NKHOTAKOTA</b>	<b>4</b>	<b>48</b>	<b>2</b>
<b>NTCHISI</b>									
1	502204	Mwinama	Malambo	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120 )		6	
2	502087	Mthawira	Malomo	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120 )		4	
3	501602	Masokole	Mpalo	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120 )		4	
4	500064	Buzi	Boma	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
5	500910	Kambadzo	Chibweya	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
6	500083	Chafumbwa	Chikho	Substantial needs (PCR 91-160)	2 (1 block)	Eligible (PTLR > 120 )	1	2	
7	509859	Chithungwa	Chinthembwe	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
8	500505	Chipwapwata	Kamsonga	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
9		Kasakala School	Mbuyedziko						Semi-detached
						<b>NTCHISI</b>	<b>1</b>	<b>24</b>	<b>1</b>
<b>SALIMA</b>									
1	501161	Katondo	Chilumba	Extreme needs (PCR > 215)	6 (3 blocks)	Eligible (PTLR > 120 )	1	6	



2	506238	Mtidza	Kanongola	Extreme needs (PCR > 215)	6 (3 blocks)	Non eligible (PTLR ≤ 120 )		6	
3	501479	Makande	Kaphatenga	Extreme needs (PCR > 215)	6 (3 blocks)	Eligible (PTLR > 120 )	1	6	
4	503066	Mtiya	Chipoka	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120 )		4	
5	500131	Changoma	Kanongola	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120 )		4	
6	509849	Kacheche	Mgwirizano	Major needs (PCR 161-215)	4 (2 blocks)	Eligible (PTLR > 120 )	1	4	
7	502624	Salima Lea	Msalura	Major needs (PCR 161-215)	4 (2 blocks)	Eligible (PTLR > 120 )	1	4	
8	500375	Chimbwira	Ngodzi	Major needs (PCR 161-215)	4 (2 blocks)	Non eligible (PTLR ≤ 120 )		4	
9	509848	Mtengowambendera	Ngolowindo	Major needs (PCR 161-215)	4 (2 blocks)	Eligible (PTLR > 120 )	1	4	
10	500349	Chiluwa 2	Thavite	Major needs (PCR 161-215)	4 (2 blocks)	Eligible (PTLR > 120 )	1	4	
11	502622	Sakwi	Chitala	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
12	503484	Kanjuwi	Matenje	Substantial needs (PCR 91-160)	2 (1 block)	Non eligible (PTLR ≤ 120 )		2	
13		Namgogoda School	Lifidzi						Single unit
14		Domira Bay School	Yambe						Single unit
						<b>SALIMA</b>	<b>6</b>	<b>50</b>	<b>2</b>
<b>CEED</b>							<b>44</b>	<b>252</b>	

### ***1.5 Methodology in Preparing the ESMP***

The ESMP study was conducted by using the following general methods; literature review/desk studies, physical inspection of the site and surrounding areas, stakeholder consultations, and reporting and documentation.

#### **1.5.1 Literature Review/Desk Study**

Literature review/desk studies were done on some of the relevant documentation of the project which included MERP Project Appraisal Document (PAD), MERP PIM, MERP ESMF, MERP Environmental and Social Screening Reports, MERP Labour Management Procedures (LMP), MERP Stakeholder Engagement Plan (SEP), MERP Environmental and Social Commitment Plan (ESCP), World Bank ESMF, school construction manual and approved classroom and sanitation block designs. Relevant pieces of national legislation, policies, regulations and guidelines were also reviewed, and they include, but not limited to the following: the Constitution of the Republic of Malawi (1995), EMA (2017), Education Act (2013), National Girls Education Strategy (2019), National Education Standards (2015), Local Government Act (1998), Forestry Act (1997), Land Act (2016), Occupational Safety Health and Welfare Act (1997), Water Resources Act (2013), Child Care, Protection and Justice Act (2010), Gender Equality Act (2013), HIV and AIDS (Prevention and Management) Act, (2018), National Sanitation Policy, National Land Policy, Public Health Act (1948) as well as the Land Act (2016). The World Bank Safeguards Operational Policies/ESF and other international policies, guidelines and procedures were also reviewed.

#### **1.5.2 Baseline Surveys (Physical Inspection of Project Sites)**

The field surveys in the project sites were conducted for two weeks from 23<sup>rd</sup> January to 3<sup>rd</sup> February 2023 to observe and capture baseline data on the existing environment. Relevant information was captured about landscape and visual, ecology (flora and fauna), agriculture and socioeconomic environment, among others. Further analysis on the information assisted in identifying and assessing environmental and social impacts that might occur due to the implementation of the project.

#### **1.5.3 Public Consultations**

Consultations were conducted for two weeks from 23<sup>rd</sup> January to 3<sup>rd</sup> February 2023 so that the relevant stakeholders and interest groups such as school administrators, teachers and community members express their views on the project and also raise any other issues of concern relating to the project. This reduced anxiety and concerns likely to be brought about by the project so that the project is more acceptable by people and government authorities. The consultations also helped to incorporate views of local communities, government officials and different stakeholders on ways of avoiding or mitigating adverse or negative impacts and enhancing the positive impacts. The consultations were done in accordance with Appendix G of the Guidelines for EIA in Malawi of 1997. The public consultations were carried out using the following methods:

### 1.5.3.1 Key Informant Interviews (KII)

Key Informant Interviews (KII) targeted the key individuals with both sound knowledge and interest in the project. The key informants at district level representing the respective ministries and departments were consulted. The key informants included District Education Manager (DEM)/Chief Education Officer (CEO), Director of Planning and Development (DPD), District Youth Office (DYO), District Social Welfare Officers (DSWO), District Labour Officer, District Gender Officer, and also District Environmental Sub-Committee (DESC) members which comprised among others the following: Environmental District Officer (EDO), District Water Development Officer (DWDO), District Forestry Officer (DFO), Director of Public Works (DPW) as well as District Land Officer. The key issues raised during the KIIs are summarised in

Table 0-2 and detailed comments in Appendix 2

**Table 0-2: Key Comments by Key Informants**

SN	COMMENT RAISED	RESPONSE GIVEN
1	<b>Loss of trees and grass:</b> The key informants pointed out that some proposed sites in the schools have both indigenous and exotic trees which have to be cut to pave way for the construction of the facilities.	<ul style="list-style-type: none"><li>• Replant the trees</li><li>• Engage the District Forestry Office on planting trees.</li></ul>
2	<b>Risk of GBV, Sexual Harassment and SEA and domestic violence and early marriages as well as child pregnancies:</b> The key informants explained that cases of GBV, SEA and domestic violence and early marriages and child pregnancies would be experienced in the communities where the construction of the classroom blocks will be taking place. High levels of poverty lead to vulnerability of the female learners who can easily be enticed by workers.	<ul style="list-style-type: none"><li>• Sensitize workers and community members on GBV, SEA and domestic violence and marriage breakdown;</li><li>• Orient all employees and artisans on the national marriage laws and regulatory requirements and sexual crimes;</li><li>• Enforcing the CoC and associated disciplinary measures amongst employees;</li><li>• Present to all workers a copy of the CoC and sign it;</li><li>• Coordinate with the District Office of Gender, Children, and Social Welfare and the Police to carry out sexual harassment/ SEA awareness campaigns around the sites; and</li><li>• Make certain the availability of an effective GRM.</li></ul>
3	<b>Risk of child and forced labour:</b> The key informants indicated that there is a risk of child labour and forced labour in cases where there is construction. This may be experienced in the construction's sites in the districts.	<ul style="list-style-type: none"><li>• Include in the Contract with artisans a binding clause, which will spell out prohibition of child labour with clarity in definition of a child being that of age 18 years and below;</li><li>• Strictly prohibit child labour and forced labour at any construction site by including strong clauses related to child labour in work permits and contracts with artisans;</li><li>• Coordinate with the District Officer, Gender, Children, and Social Welfare and Ministry of Labour and the Police to conduct sensitization meetings with local chiefs, scheme</li></ul>

SN	COMMENT RAISED	RESPONSE GIVEN
		<p>administration, children and the community on prohibition of any forms of child labour and need to promote children's rights; and</p> <ul style="list-style-type: none"> <li>• Implement the GRM</li> </ul>
4	<p><b>Increased cases of HIV and AIDS and other related STIs:</b></p> <p>The key informants explained that the construction workers may engage in relationships with the communities and learners thereby spreading the HIV and AIDS and STIs. The workers may engage in risky sexual behaviours such as having multiple sexual partners and having unprotected sex among others. Due to this there would be increased spread of HIV and AIDS, and STIs.</p>	<ul style="list-style-type: none"> <li>• Sensitize workers and community members on issues related to HIV and AIDS and other related STIs.</li> <li>• Distribution of condoms</li> </ul>
5	<p><b>Increased risk of workers to accidents and exposure to hazardous material:</b></p> <p>The key informants pointed out that accidents may occur that may injure the workers</p>	<ul style="list-style-type: none"> <li>• Develop an OHS approach, which aims to avoid, minimize and mitigate the risk of work place accidents;</li> <li>• Identify potential risks and safe working practices;</li> <li>• Provide necessary PPE to workers and enforce its use;</li> <li>• Provide OHS orientation training and hazard specific training; and</li> <li>• Stop construction works during periods of harsh weather conditions such as during high summer temperatures and when it is raining to avoid lightning strikes</li> </ul>
6	<p><b>Noise and vibrations</b></p> <p>The key informants explained that noise pollution may be experienced due to the activities at the construction site and movement of vehicles involved in constructions.</p>	<ul style="list-style-type: none"> <li>• Schedule noisy and vibration causing activities during day time and not at night;</li> <li>• Service all machines and vehicles used on site regularly, and;</li> <li>• Use any other additional Standard Operating Procedures (SOPs) and best practices to manage sound in various operations.</li> </ul>
7	<p><b>Impact of recruitment and engagement of auxiliary teachers and learner mentors.</b></p> <p>The key informants pointed out that the main impact is sexual exploitation of learners</p>	<ul style="list-style-type: none"> <li>• Sensitize the teachers and mentors on SEA</li> </ul>
8	<p><b>Roles the various sectors at the district play in the management of these environmental and social risks:</b></p> <p>The key informants mentioned the roles which include the following:</p> <ul style="list-style-type: none"> <li>• Provision of technical support in how to address the identified issues</li> <li>• Monitoring of the safeguard's implementation</li> </ul>	<ul style="list-style-type: none"> <li>• All the relevant sectors at district level will be engaged in the implementation of the project</li> </ul>
9	<p><b>Impacts of sand mining in the communities</b></p>	<ul style="list-style-type: none"> <li>• Sand mining poses some impacts to the environment.</li> </ul>

SN	COMMENT RAISED	RESPONSE GIVEN
	<p>The key informants mentioned the following impacts:</p> <ul style="list-style-type: none"> <li>• Loss of agricultural crops</li> <li>• Pollution of water bodies</li> <li>• Open defecation</li> <li>• HIV and AIDS and STI spread</li> <li>• Cholera and COVID-19 infection</li> <li>• Noise pollution</li> </ul>	
10	<p><b>Challenges of sourcing water for construction:</b></p> <p>The key informants mentioned the following challenges:</p> <ul style="list-style-type: none"> <li>• Drying of water points</li> <li>• Conflicts over the water supply</li> <li>• Inconveniences to community members to their domestic time management as they will start taking long to get the water</li> </ul>	<ul style="list-style-type: none"> <li>• There is need for artisans to identify other sources of water to avoid the conflicts</li> </ul>
11	<p><b>Ways for effective community sensitisation:</b></p> <p>The key informants pointed the following ways:</p> <ul style="list-style-type: none"> <li>• Through use of community Radios</li> <li>• Mobile Van Publicity Sessions</li> <li>• Village meetings</li> <li>• Religious gatherings</li> </ul>	<ul style="list-style-type: none"> <li>• Effective community sensitisation is key in ensuring that communities are aware of the issues affecting them. The project will ensure to engage the communities.</li> </ul>
12	<p><b>Labour related issues anticipated from engaging local artisans:</b></p> <p>The key informants pointed out the following:</p> <ul style="list-style-type: none"> <li>• Non – payment of workers</li> <li>• Delayed payments</li> <li>• Child and forced labour</li> <li>• Failure to abide by government minimum wage</li> </ul>	<ul style="list-style-type: none"> <li>• This can be avoided by following the labour laws and making sure that every worker is paid above minimum wage.</li> <li>• Before the project begins, all involved parties must sign legally binding contracts with clear details on issues of payments and work deliverables. All stakeholders must also be sensitized on their responsibilities during this time</li> </ul>
13	<p><b>Performance of students in schools will improve:</b></p> <p>The key informants explained that the new classroom blocks will improve learning environment that would in turn help children to perform better. The auxiliary teachers will help to reduce the workload that existing teachers have and hence increase the teaching performances in these schools. The mentors will also help encourage students to work hard and go far with their education. They will also help provide career guidance for learners.</p>	<ul style="list-style-type: none"> <li>• Make sure that the auxiliary teachers that are recruited are qualified for the job so that they are able to deliver lessons to the students without difficulty.</li> <li>• The mentors should be provided with relevant trainings and be given targets so that they deliver in relation to their duties and responsibilities.</li> </ul>
14	<p><b>Improved pupil-classroom ratio:</b></p> <p>The key informants explained that the construction of more classroom blocks will decongest the classrooms. The new blocks</p>	<ul style="list-style-type: none"> <li>• MoE should consider building more classroom blocks to further attain the recommended</li> </ul>

SN	COMMENT RAISED	RESPONSE GIVEN
	will help to reduce the decongestion enabling the schools to reach the desirable 60 learners per classroom.	classroom-pupil ratio and help reduce the spread of respiratory diseases in the process.
15	<b>Teacher-pupil ratio will decrease:</b> The key informants explained that in most schools, teachers are few compared to the number of teachers and this imbalance makes it difficult for the teachers to perform effectively.	<ul style="list-style-type: none"> <li>The project should ensure that it recruits more auxiliary teachers so that the teacher-pupil ratio is improved towards the desirable 1 teacher against 60 pupils.</li> </ul>
16	<b>Reduced absenteeism for female learners because of availability of sanitation blocks:</b> The key informants explained that the construction of sanitation blocks will create a safe environment for the learners more especially girls. The facilities will reduce absenteeism among female learners	<ul style="list-style-type: none"> <li>The sanitation blocks should always be kept clean and maintained.</li> </ul>
17	<b>Theft of building materials by some workers:</b> The key informants pointed out that there will be risk of increased cases of theft of materials on the project by the local workers	<ul style="list-style-type: none"> <li>SMC should be involved in supervision of the Project.</li> <li>There should be strict laws on the project to deter would-be offenders and all workers should sign the CoC and punishment for offences should be clearly stated.</li> </ul>
18	<b>Increased dust emission during construction work:</b> The key informants explained that dust emission is anticipated on the project during the construction activities.	<ul style="list-style-type: none"> <li>Consider fencing the work sites to keep out the dust and provide PPEs to workers such as face masks, gloves, work suits, helmets etc</li> </ul>

#### 1.5.3.2 Focus Group Discussions

Focus Group Discussions (FGDs) targeted those who are potentially affected by the project. In this case, the FGDs targeted purposively selected participants of the SMC, Parents and Teachers Association (PTA), teachers, Traditional Leaders, Village Development Committees (VDC) and members of the community. FGD is important as it provide a relatively less intimidating environment for the participants to open up and effectively discuss their views and experiences. This method allowed a reflection of participants' viewpoints thus clarifying issues and enabling the study team to gain more insights into issues. A sample of images of the participants of the FGDs are provided in the Figures 1-1 to 1-60 in Appendix 3. The summary of the discussions during the FGDs are provide in Table 1-3

**Table 1-3: Key Issues Raised during Community FGDs**

SN	COMMENT RAISED	RESPONSE GIVEN
1	<b>Theft of building materials:</b> Almost all the schools pointed out that theft of building materials had been experienced in previous similar public projects	<ul style="list-style-type: none"> <li>The SMC will work in close collaboration with the existing community security structures and the Police to ensure construction materials are protected.</li> </ul>
2	<b>Creation of job opportunities for the local people within the project area:</b> In all the proposed project sites the community were excited that the project will involve local artisans because in the past projects, some artisans brought workers from other areas.	<ul style="list-style-type: none"> <li>The project should employ more artisans from the communities and not from other communities</li> <li>Considering that most of these artisans are not experienced in constructing using cement blocks, the project should consider providing training to them</li> </ul>
3	<b>Noise pollution:</b> Most schools pointed out that some stages under construction produce a lot of noise which may disturb classes as such this has to be looked into to reduce the impact on teaching and learning process.	<ul style="list-style-type: none"> <li>The project will sensitise construction workers to avoid making noise. The project will also schedule noisy activities when classes are not in session.</li> </ul>
4	<b>Spreading of infectious diseases such as HIV and AIDS, STIs and COVID-19:</b> The increased income for some of the workers will lure them into engaging in promiscuous activities which may increase the spread of HIV and AIDS.	<ul style="list-style-type: none"> <li>The project should put in place mitigation measures to sensitise the workers and learners. The construction workers should also be provided with appropriate PPE.</li> </ul>
5	<b>The artisans and community members will gain new skills:</b> The communities emphasised that the area lacks skilled construction workers in cement blocks and therefore hoped the project would help train some of the locals and artisans in this area.	<ul style="list-style-type: none"> <li>The construction works should have a deliberate setup where the artisans and locals are trained on how to construct with cement blocks and this will boost their construction skills.</li> </ul>
6	<b>Risk of accidents to workers:</b> The community at all sites indicated that accidents and injuries are common at the workplace and their ought to be measures to handle them.	<ul style="list-style-type: none"> <li>The schools proposed that the project should provide enough PPE to the workers</li> </ul>
7	Sexual relationships between workers and female students	<ul style="list-style-type: none"> <li>The project should put in place a workers' CoC which the workers will be required to sign prior to starting work. The CoC will address issues which will include (i) zero tolerance of illegal activities such as child labour, sexual exploitation, defilement, child prostitution, harassment of women, gender-based violence, purchase or use of illegal drugs, fighting;(ii) Disciplinary measures and sanctions (e.g. dismissal) for infringement of the CoC and/or company rules</li> </ul>
9	<b>Disruption of vegetation within the project site:</b>	<ul style="list-style-type: none"> <li>The construction will confine land clearing to worksite by clearly marking out the extent of clearing with pegs at ten metre intervals or less.</li> </ul>

SN	COMMENT RAISED	RESPONSE GIVEN
	The communities expressed fears on destruction of vegetation in the area from construction activities as experienced with previous construction works.	<ul style="list-style-type: none"> <li>The project should also provide tree seedlings to SMCs to encourage reforestation around the project areas</li> </ul>
10	<p><b>The community should be involved in project supervision to ensure all materials are being utilised as intended:</b></p> <p>This concern was because they communities had experienced from previous public projects that the works were progressing very slowly and the output was not up to standard.</p>	<ul style="list-style-type: none"> <li>The project should involve the SMC in the project activities. SMC is a structure that comprises of community members and is available and functional in all schools. The role of the SMC is to oversee such projects, and the proposed project will utilise the SMC with responsible to monitor daily implementation of the project.</li> </ul>



## ***Chapter 2: Description of the Project***

This chapter describes the sampled sites of the schools where construction will take place. The targeted schools are those existing primary schools with high PCR. In addition, information on project duration and the estimated number of employees per construction site has also been provided. The chapter also includes description of the nature of the project; and main activities of the project such as construction phase, and operation and maintenance phase. This chapter also provides a brief description of the key legislative requirements that the program will have to abide by during construction and operation phases.

### ***2.1 Description of Construction Sites per District***

#### **2.1.1 Kasungu District Proposed Construction Site Description**

In Kasungu the selected construction sites included twenty-eight (28) primary schools located in different education zones as indicated in the map (Appendix A12.2) and shown in Table 2-1:

***Table 2-1: Targeted Schools in Kasungu District***

<b>N/S</b>	<b>Primary School</b>	<b>Education Zone</b>
1	Boma	Boma
2	Kamwala	Boma
3	Mkoko	Chaima
4	Juni	Chulu
5	Kadifula	Chitenje
6	Demera	Chulu
7	Chibwe	Kalolo
8	Mdekanjiwa	Kavizinde
9	Kakuyu	Chaima
10	Chamakala	Chamakala
11	Chigampha	Chamama
12	Mifulu	Chamwavi
13	Kadoweke	Chankhanga
14	Mkwayule	Chitenje
15	Chintchinda	Kambira
16	Chipanga	Kaphaizi
17	Lusito	Kasasanya
18	Chikomambuzi	Kawiya
19	Chalowa	Linyangwa
20	Mankhaka	Lisasadzi
21	Kavuwa	Livwezi
22	Longwe School	Chaima
23	Chintchinda School	Kambira

24	Mdekanjiwa School	Kavizinde
25	Dwankhwali School	Livwezi
26	Kaziwa School	Malepera
27	Chasefu School	Malosa
28	Munye School	Nthunduwala

The proposed construction sites in all the schools are located within the school land and that means there are no land conflicts with the neighbouring landowners. The sites are bare land with grasses or shrubs scattered and some cases there are few trees present that have to be cut to pave way for the project. In terms of transportation, most of the roads in the district are earth road and in poor condition especially during the rainy season hence accessibility to a number of project sites will pose as a challenge. Due to the poor conditions of the roads, the ESMP team failed to proceed and access three (3) primary schools which include Chigampha, Chalowa and Chikomambuzi since the roads were cut off as a result of heavy rains. Figures 2-1 to 2-3 in Appendix 4 show the three selected construction sites in Kasungu District.

### 2.1.2 Nkhotakota District Proposed Construction Site Description

In Nkhotakota the selected construction sites included thirteen (13) primary schools located in different education zones as indicated in the map (Appendix A12.3) and provided in Table 2-2.

**Table 2-2: Targeted Schools in Nkhotakota District**

N/S	Primary School	Education Zone
1	Jalo	Boma
2	Chia	Chididi
3	Milimbo	Chipelera
4	Liwaladzi	Kabiza
5	Dwangwa	Kanyenda
6	Chandiya	Boma
7	Thale 2	Thale
8	Chambwande	Walemera
9	Kasanje	Chipando
10	Chipelera	Chipelera
11	Chigunda	Kaongozi
12	Dzanika School	Tadwe
13	Mtambwadzi School	Kasipa

The proposed construction sites in all the schools are located within the school land and that means there are no land conflicts with the neighbouring landowners. The sites are bare land with grasses or shrubs scattered and some cases there are few trees present that have to be cut to pave way for the project. In terms of transportation, most of the roads in the district are earth

road and in poor condition especially during the rainy season hence accessibility to a number of project sites will pose as a challenge. Due to the poor conditions of the roads and flooding of rivers, the ESMP team failed to proceed and access Milimbo school because the flooded water from a river cut off the road as a result of heavy rains. Figure 2-4 in Appendix 4 shows one of the selected construction sites in Nkhotakota District.

### **2.1.3 Salima District Proposed Construction Site Description**

In Salima the selected construction sites included fourteen (14) primary schools located in different education zones as indicated in the map (Appendix A12.4) and shown in Table 2-3.

**Table 2-3: Targeted Schools in Salima District**

<b>N/S</b>	<b>Primary School</b>	<b>Education Zone</b>
1	Katondo	Chilumba
2	Mtidza	Kanongola
3	Makande	Kaphatenga
4	Mtiya	Chipoka
5	Changoma	Kanongola
6	Kacheche	Mgwirizano
7	Salima Lea	Msalura
8	Chimbwira	Ngodzi
9	Mtengowambendera	Ngolowindo
10	Chiluwa 2	Thavite
11	Sakwi	Chitala
12	Kanjuwi	Matenje
13	Namgogoda School	Lifidzi
14	Domira Bay School	Yambe

The proposed construction sites in all the schools are located within the school land and that means there are no land conflicts with the neighbouring landowners. The sites are bare land with grasses or shrubs scattered and some cases there are few trees present that have to be cut to pave way for the project. In terms of transportation, most of the roads in the district are earth road and in poor condition especially during the rainy season hence accessibility to a number of project sites will pose as a challenge. Due to poor conditions of the roads, the ESMP team failed to proceed and access Katondo school since the road was impassable as a result of heavy rains. Figures 2-5 to 2-6 in Appendix 4 show two of the selected construction sites in Salima District.

### **4.5.1. 2.1.4 Ntchisi District Proposed Construction Site Description**

In Ntchisi the selected construction sites included nine (9) primary schools located in different education zones as indicated in the map (Appendix A12.5) and as shown Table 2-4.

**Table 2-4: Targeted Schools in Ntchisi District**

N/S	Primary School	Education Zone
1	Mwinama	Malambo
2	Mthawira	Malomo
3	Masokole	Mpalo
4	Buzi	Boma
5	Kambadzo	Chibweya
6	Chafumbwa	Chikho
7	Chithungwa	Chinthembwe
8	Chipwapwata	Kamsonga
9	Kasakala School	Mbuyedziko

The proposed construction sites in all the schools are located inside the school land and that means there are no land conflicts with the neighbouring landowners. The sites are bare land with grasses or shrubs scattered and some cases there are few trees present that have to be cut to pave way for the project. In terms of transportation, most of the roads in the district are earth road and in poor condition especially during the rainy season hence accessibility to a number of project sites will pose as a challenge. It should be noted that due to the poor conditions of the roads and flooding of rivers, the ESMP team failed to proceed and access Chafumbwa school since the road was impassable as a result of heavy rains. Figure 2-7 in Appendix 4 shows one of the selected construction sites in Ntchisi District.

### 2.1.5 Dowa District Proposed Construction Site Description

In Ntchisi the selected construction sites included twenty (20) primary schools located in different education zones as indicated in the map (Appendix A12.6) and as shown in Table 2-5.

**Table 2-5: Targeted Schools in Dowa District**

N/S	Primary School	Education Zone
1	Chamvu	Boma
2	Kapatamoyo	Chigudu
3	Kolowilo	Chimungu
4	Mlengwe	Dzoole
5	Chizolowondo	Kabwinja
6	Chivala	Senga
7	Mndunje	Chibwata
8	Katuntha	Chimbuli
9	Sandulizeni	Chisepo
10	Chimpeni Mduku	Kabwinja
11	Chibwana	Boma
12	Kapotera	Chibwata
13	Mitembo	Chibwata
14	Mtentera	Chigudu
15	Katengeza	Chimbuli

16	Tchawale	Chimungu
17	Matanda School	Chigudu
18	Kasumba School	Nalunga
19	Chamwavi School	Chigudu
20	Chiwindo School	Boma

The proposed construction sites in all the schools are located inside the school land and that means there are no land conflicts with the neighbouring landowners. The sites are bare land with grasses or shrubs scattered and some cases there are few trees present that have to be cut to pave way for the project. In terms of transportation, most of the roads in the district are earth road and in poor condition especially during the rainy season hence accessibility to a number of project sites will pose as a challenge. Due to the poor conditions of the roads, the ESMP team failed to proceed and access Katuntha and Kapotera schools since the roads were impassable as a result of heavy rains. Figures 2-8 to 2-9 in Appendix 4 show two of the selected construction sites in Dowa District.

### ***2.2 Project Duration and Estimated Number of Employees***

The project duration will be a maximum of three (3) months (12 weeks) per site and is expected to commence during the dry season. One local community artisan per project site will be contracted and trained in general management of construction works before commencement of construction works. In addition, each project site is expected to have on average five workers. A qualified Clerk of Work will be contracted at district level to supervise the artisans. The project will aim at employing at least 40% women to achieve gender equality in employment, however, the most desirable target will be an achievement of a ratio of 50:50 in terms of employment.

### ***2.3 Nature of the Project***

The proposed project is the construction and operation of low-cost classroom twin-blocks at 687 primary schools and sanitation blocks at 163 primary schools in the CEED. The twin-block classroom will have a floor area of 128.8 square metres (7 by 18.4 metres). The classrooms will have a capacity of eighty learners (forty learners per classroom). The designs for the classroom block are provided in Appendix 12 (A12.1-A12.4). The sanitation blocks will include girls pit latrine block comprising three holes of which one is for the disabled and a change room and also a boys' pit latrine block comprising four holes of which one is for the disabled and a urinal. The designs for the sanitation block are provided in Appendix 12 (A12.5-A12.10).

The blocks will be constructed at existing, functional, and on school (public) land as such there will be no compensation for loss of land or property. The main building material will be cement-hollow blocks of 400 mm by 200 mm by 200 mm measurements which will be supplied by suppliers from the district to ensure quality control and standards. Other building materials include sand to be sourced locally, cement, quarry stones, iron sheets and soft wood timber. The building materials will be transported by the local transporters who will be engaged. The

construction of the classroom and sanitation blocks will follow the construction manual provided by MERP.

#### ***2.4 Main Activities of the Project***

The project implementation cycle is categorised into five (5) main phases which include; planning and design, construction, de-mobilisation, operation, and decommissioning phases. The main activities in each of the phases are highlighted in the following sections.

##### **2.4.1 Planning and Design Phase**

The main activities in this phase include planning and designing of the project works and activities. This includes disbursement of funds, community mobilisation and sensitisation, identification of local community artisans and environmental assessment studies. This also includes preparation of construction designs, processing of applicable authorisation and approvals from relevant authorities, preliminary consultations, and land use planning.

The design of the classroom and sanitation blocks was guided by the Safe School Construction Guidelines of 2019 which promote local practices, low-cost technologies and identify strategies for multi-hazard risk reduction by proposing both affordable and appropriate solutions through a user-friendly manual. Considering that the classroom is designed for forty learners then physical distancing will be achieved as each learner will have space of 1.5 square metres. Other design considerations are discussed in subsequent sections. The design of the classrooms has also provided for three-windows on each side that are 1.2 meters by 1.5 metres, which is wide enough to allow for natural lighting and adequate ventilation.

The choice of the construction site is probably the most important factor that affects the building's safety. The site selection should take into consideration all the different hazards that are prevalent in Malawi. The most prevalent hazards in Malawi are floods, strong winds, earthquake, landslides and wildfires. For this reason, the site assessments by the consultant considered these hazards.

The buildings will be located and oriented on existing school sites to mitigate climate hazard risks associated with flooding, high temperatures, and gales. The design of raised foundations will be considered for schools in flood-prone areas as they require protection from flash floods, soil erosion, and water flowing downstream. Further considerations will be given to minimize solar heat and prevailing wind direction. Specifically, designs will allow for natural ventilation and air circulation in buildings by using appropriate size window apertures to minimize the impact of high temperatures and ensure optimized natural lighting. Utilizing environment-friendly features to optimize natural lighting is particularly important, given that most schools are not connected to electricity. For schools with access to electricity, this will minimize the need for electric lighting. Where applicable and technically and financially feasible, energy efficiency measures will be utilized for lighting and other school activities, for instance, energy-saving bulbs. In addition, the designs will take that into account the occurrence of tremors and earthquakes considering that Malawi is part of the Great Rift Valley which is prone to tremors and earthquakes.

The classroom and sanitation blocks have been designed to provide access to all learners and staff including those with disability. This has been done by providing a ramp with slope of not more than 1:10. The surface has also been designed to be non-slip to prevent any trips and falls. A proper drainage system is required to maintain the grey water from overflowing to roads and lawns. The site's drainage system is usually connected to greater system. To maintain the safety within school-zone, school's drainage system must adopt a closed drainage channels system.

The classroom and sanitation blocks have been designed with guidelines for selection of construction sites as indicated in Table 2.6.

**Table 0-6: Guidelines for Site Selection**

Potential Hazard	Preventive Measure at Site Selection
Flooding	<ul style="list-style-type: none"> <li>• Site is on elevated site</li> <li>• Site is away from a water body</li> <li>• Site away from an area that has history of being a flood hazard zone</li> </ul>
Strong winds	<ul style="list-style-type: none"> <li>• Do not build classroom under a tree, as it may fall down in case of strong winds. Build classroom at a proper distance</li> </ul>
Earthquake	<ul style="list-style-type: none"> <li>• Avoid sites with fault lines</li> <li>• Select sites with firm sub-soil, to avoid liquefaction</li> <li>• Avoid site with ground water levels above foundations.</li> </ul>
Landslides	<ul style="list-style-type: none"> <li>• Choose a site away from escarpments</li> <li>• Avoid sites with saturated soil or where the water table is close to surface</li> <li>• Choose a site remote from the base of the slope</li> <li>• Choose a site without deep cuts into a hill or slope</li> <li>• Choose a site with relatively stiff and compact soil. Avoid sites with un-compacted fill material</li> </ul>
Wildfires & Fires	<ul style="list-style-type: none"> <li>• Define the appropriate safety distance from forests to protect against wildfires</li> <li>• Ensure the site is large enough to allow safe distance between buildings</li> <li>• Verify the status of existing electrical devices and do not build close to power lines</li> </ul>

According to the Design Manual for School Construction in Malawi (2015), Malawi's prevailing wind is easterly, from the Indian Ocean, therefore the designs will ensure minimization of the openings on eastern facades to prevent driving wind and rain entering the classrooms. An east-west orientation, with windows facing north and south is preferable as the low morning and evening sun will not penetrate the classroom. Where the site does not allow for this consider extra measures such as extended roof overhang etc.

### **2.4.2 Construction Phase**

The main activities to be undertaken during this phase of the project are clearing and construction of the main buildings and storm water drains for the classroom and sanitation blocks. During this period, there is a need for continued consultation with the stakeholders around the project. The following sections provide an insight on some of the activities which will be undertaken.

#### 2.4.2.1 Local Community Artisans Mobilisation

Mobilisation by the local community artisans shall be the first activity before commencement of any works on site. The mobilisation activity will offer the artisans to prepare by doing the following activities and others that the artisans may deem necessary:

- Identify and establish secure storage area and buildings for construction material. Ensure that no school buildings are used for storage or any other uses by the artisans.
- Identify and establish secure site office.
- Identify and establish ablution facilities for construction workers.
- Identify water supply for construction purposes.
- Identify sources for sand extraction.

#### 2.4.2.2 Land clearing and levelling

Land clearing of the proposed project sites will be the initial groundwork during the construction phase. Land clearing will be done in readiness of construction works using manual labour. The activities envisaged during site preparation are:

- Removal of existing vegetation.
- Preparation of the land to required levels and falls, which this will entail some topsoil removal.
- Removal from site of some excess soil, stones and rock if present, and
- A temporary fence to act as hoarding will be built around the site during construction.

#### 2.4.2.3 Construction of buildings and associated external works

The activities envisaged during construction are:

- Excavation of trenches for the buildings' foundations.
- General construction works, earthworks, and soil sealing (where necessary).
- Form and concrete works in foundations for buildings.
- Cement block's work for building walls.
- Carpentry works for scaffolding and roofing.
- Installation of ancillary machinery and equipment.
- Disposal of rubble and other waste from the construction site, and
- Soft landscape to restore beauty to original or better quality.



#### 2.4.2.4 Construction material and equipment

A summary of construction materials and equipment for construction phase are provided in Table 0-7.

**Table 0-7: Summary of Construction Material and Equipment**

SN	Raw Material	Source
1	River and building sand	Nearby dambos, rivers or streams and in some cases from the lake  Note: Never use sand from the dambos to make concrete for foundation footings as the grains are too uniform in size and will not make a useful concrete (MERP PIM).
2	General building materials such as cement hollow blocks, cement, quarry stones, iron sheets and soft wood timber	Local approved suppliers
3	Diesel (for operation of the generator and machinery)	Local approved suppliers
4	Construction water	Existing water sources at school to be stored in tanks. In some cases, water for construction will be sourced from community boreholes, wells and also river/stream.
5	Equipment (Tippers, scaffolding materials, light passenger vehicles, engine generator, and hand tools)	Artisan

#### **2.4.3 Operation and Maintenance Phase**

This phase will involve utilising the classroom in teaching learners providing a conducive learning environment through the provision of modern learning equipment. It will also involve the utilization of the sanitation blocks.

This phase will also include recruitment and engagement of auxiliary teachers and learner mentors. In addition, this phase will include the maintenance activities for the classroom and sanitation blocks. The operational phase will also have to implement project activities in line with the PIM. The existing projects GRM should be always operational to ensure that project participants and beneficiaries have a platform for presenting their grievances, which is outlined in Appendix 5.

#### **2.5 Environmental Planning and Design**

This section is vital as it ensures that environmental and social issues are considered during the detailed design stage of the project. The consideration of environmental and social issues in the design of the project ensure that identified negative impacts are mitigated and positive ones

are enhanced thereby promoting the achievement of sustainable development in the implementation of projects. Some of the environmental and social issues include issues to do with natural hazards (flash floods, storms rains, strong winds, earthquake), earthworks, sources of construction material and handling of such materials, safety and public health issues, labour issues, and rehabilitation or revegetation issues.

### **2.5.1 Safety and Risk Reduction Measures**

Public consultations with the key informants in the various District Councils and the community revealed that strong winds are the main hazards that would affect the classroom structures. In some low-lying areas close to the lake, flash floods were also considered as a hazard. Considering these hazards, the design of the classrooms must include relevant aspects for resilient buildings or disaster risk reduction as follows:

- Site selection of the proposed classrooms has been done in consultation with SMC and approved by the District Council who screened all the sites. These local communities have historical knowledge of their schools in relation to any risks of the sites.
- Sites for the classrooms should be on elevated areas. If an elevated site is not available, individual buildings should be raised at least 60 cm higher.
- Design to include drainage structures that collect and direct water from the classroom block to existing drainage system or other natural water ways.
- Natural wind blockades such as trees planted around the structure will help decrease a buildings exposure to wind.

Most importantly, specific disaster risk management and emergency response plans as provided in Appendix 6 related to the school sites should be developed and implemented.

### **2.5.2 Labour Management**

The proposed project is expected to create job opportunities for local community artisans in the project areas. To ensure that the artisans are employed the project will be guided by the MERP Labour Management Procedures. The manual provides the following guidelines for identification of the artisans:

- SMC will advertise for the contract;
- Three (3) local community artisans to be shortlisted for each school;
- Works Supervision Consultant through Clerk of Works to conduct interviews and identify an artisan with support from the PSIP Desk Officers, SMC, and the head teachers. Orientation of the selected artisans will be done immediately after identifying the artisans, and;
- Contract agreement forms, provided in Appendix 7, shall be signed by the artisan and the SMC.

### **2.5.3 Source of Sand and Sand Extraction**

The source of sand and sand extraction are one of the critical elements in this project. Sand extraction can potentially impact the ecosystem such as the aquatic habitat, water quality, and key aquatic species and their food availability. The study discovered that the main sources of sand are the rivers, the lake and dambo land as provided in Appendix 2 (A2.2.1). It should be

noted that sand from the dambos should not be used to make concrete for foundation footings as the grains are too uniform in size and they don't make a useful concrete. The artisans shall:

- Obtain necessary permission from local council, through the Environmental District Office. The office will also guide the project on any required permits or licences they are to obtain;
- Get guidance on sustainable sand mining;
- Workers at the sand mining sites shall be provided with dust masks and other necessary PPE;
- Not extract sand from the riverbed in long continuous stretches; alternate patches of riverbed will be left undisturbed to minimise the potentially negative impacts on the aquatic habitat;
- Not collect large quantities of sand from any single location resulting in a depression on unsafe riverbed or land condition;
- Not excavate deeper than 3 m at any single location;
- Not carry out sand extraction during the night, and;
- Maintain record of all sand extraction (quantities, locations, timing, and any sighting of key species).

#### **2.5.4 Water Abstraction**

Abstraction of water can have an impact on the underground water resources. Abstracting water for construction purposes can affect the availability of water to the people and livestock in the area. The sources of water are boreholes, stand-pipes, community boreholes as well as rivers/streams. Usage of water from these sources can likely lead to conflicts over use of these water resources between community members, learners and artisans. It is important therefore to (i) schedule water usage for construction works, learners and for domestic use; and (ii) artisan to store 5000 litres of water for construction per day in tanks filled during times when water demand is low (e.g. at night) for use during peak hours of the day. In view of this the project has to be obtained from the National Water Resources Authority (NWRA) permit to abstract from such areas.

#### **2.5.5 Tree Planting**

Tree planting is one of the activities that is going to be implemented at all the beneficiary schools. MERP has provided for fifty trees to be planted at each school. The planting of trees will be done with guidance from the District Forestry Office, which will educate learners and the community on tree planting and management, and choice of tree species. The trees to be planted will also include fruit trees that will improve nutrition status of the learners. It was noted that in almost all schools SMCs are actively involved in planting of trees within the school premises. The schools have land designated for school woodlots. In addition, some trees will be planted around the classrooms to act as wind breaks. It was also noted that VDCs are engaged in tree planting in their localities and also around the schools.

## 2.6 Legal and Policy Requirements

Key relevant pieces of national legislation, policies, regulations and guidelines that the project will have to abide by during construction and operation phases were considered and their brief descriptions are provided in the Table 0-8.

**Table 0-8: Review of Key Legal and Policy Requirements**

<b>Legislation/Policy</b>	<b>Summary of the Legislation/Policy</b>
Constitution of the Republic of Malawi (1994)	<p>The Constitution of the Republic of Malawi is the supreme law of the land, and over any statute, policy in Malawi. The constitution accords full recognition to the rights of future generations by advocating environmental protection and sustainable development of natural resources. It also calls for the prevention of environmental degradation. Section 13 (d) of the Constitution recognizes the crucial role which the environment and natural resources play in sustaining human livelihoods and emphasizes the need for managing the environment in responsible manner.</p> <p>The Constitution has an implication on the implementation of MERP. MERP is required to ensure that the implementation of the project does not infringe on the rights of the people and future generations. MERP is also required to ensure that there is environmental protection and proper utilization of natural resources to ensure sustainable development.</p>
National Environmental Policy (2004)	<p>The policy provides broad policy framework on environmental planning in development programmes including undertaking environmental impact assessments for prescribed projects. The overall goal of the policy is the promotion of sustainable social and economic development through the sound management of the environment in Malawi.</p> <p>The implementation of MERP will have an implication on the policy as the project will have plan to ensure environmental and social impacts are managed through undertaking an environmental assessment. In that respect, MERP is required to consider the policy.</p>
National Forestry Policy (2016)	<p>The overall goal of the policy is to ensure conservation, establishment, protection and management of trees and forests for the sustainable development of Malawi. The policy highlights the importance of forests and trees in improving welfare which is increasingly recognized worldwide.</p> <p>In the implementation of MERP construction activities, will result in loss of trees in other specific sites and therefore replacement of trees will be required where applicable. In this regard, the policy will guide the tree planting interventions under MERP.</p>
National Land Policy (2002)	<p>The policy provides the administrative framework for land resources management and acquisition. It is the principal policy for the classification, administration, management and ownership of land in rural and urban areas. The policy has also provisions for environmental management, urban management of solid and liquid wastes, protection of sensitive areas, agricultural resource conservation and land use, community forests and woodland management.</p> <p>The policy will have an implication on the implementation of MERP. Specifically, the project will need to consider issues of environmental management as well as protection of sensitive areas in the construction sites.</p>

National Sanitation Policy (2008)	<p>The policy provides a broad framework and policy guidelines to enhance and support sanitation coverage in the country through formulation of sanitation strategies, plans and programmes at all levels for improving the quality of life of the people of Malawi and the physical environment necessary for healthy life. The overall policy goal is to promote improved sanitation and safe hygiene practices for improved health and socioeconomic development for the people of Malawi.</p> <p>The implementation of MERP will have an implication on the policy as they will be generation of wastes which can potentially impact on the sanitation and hygiene of the people. In addition, the project will contribute to the improvement of sanitation and safe hygiene practices through the construction of sanitation facilities. The project will be required to provide measures to prevent the generated wastes from impacting on the sanitation and hygiene of the people.</p>
National Water Policy (2005)	<p>The overall goal of the policy is to ensure sustainable management and utilization of water resources in order to provide water of acceptable quality and of sufficient quantities, and ensure availability of efficient and effective water and sanitation services that satisfy the basic requirements of every Malawian and for the enhancement of the country's natural ecosystems. The policy emphasizes on promotion of efficient and effective utilization and conservation of water resources for sustainable socio-economic development.</p> <p>The implementation of MERP will have an implication on the policy as the project is going to utilize water resources. Specifically, MERP will have to ensure that waste water from construction sites does not pollute the nearby water bodies, and also that latrines are located within stipulated recommended distance from water sources to avoid pollution.</p>
National HIV and AIDS Policy (2012)	<p>The goal of the policy is to prevent the further spread of HIV infection, promoting access to treatment for People Living with HIV (PLHIV) and mitigating the health, social-economic and psychosocial impact of HIV and AIDS on individuals, families, communities and the nation. The policy was formulated to guide the implementation of the HIV and AIDS National Response.</p> <p>The implementation of MERP will have an implication on the policy since there will be creation of job opportunities to the local people that will make them have disposable income and which can lead to sexual interaction between workers which will likely cause spread of HIV and AIDS. In that respect, the artisans will need to implement HIV and AIDS workplace policy as well as prevention, treatment, care, support and impact mitigation programmes to reduce and manage the impact of HIV and AIDS in the work place.</p>
National Gender Policy (2015)	<p>The purpose of the policy is to strengthen gender mainstreaming and women empowerment at all levels in order to facilitate attainment of gender equality and equity in Malawi. The policy provided guidelines for mainstreaming gender in various sectors of the economy with the overall goal of reducing gender inequalities and enhancing participation of women, men, girls and boys in socio economic development processes.</p> <p>The implementation of MERP will have an implication on the policy as they may be occurrences of gender-based violence. In addition, the implementation of MERP will consider gender mainstreaming as well as women empowerment.</p>

National Decentralization Policy (1998)	<p>The policy devolves administration and political authority to district level, in order to promote popular participation. It assigns certain responsibilities to the District Council one of which is to assist the government in the management and preservation of the environment and natural resources.</p> <p>The role of District Councils will have an implication in the implementation of MERP. Specifically, the District Councils will play a very important role in the implementation of the environmental and social safeguards for MERP.</p>
National Environmental Action Plan (1994)	<p>The plan provides a framework for integrating the environmental planning into the overall socio-economic development of the country through broad public participation. It highlights key environmental issues that need to be addressed which include soil erosion, deforestation, water resources degradation and depletion; threat to fish resources; threat to biodiversity; human habitat degradation; high population growth among others. It also proposes actions to be taken by stakeholders such as local communities, government agencies, Non-governmental Organizations (NGOs) and donors in environmental planning and management.</p> <p>The implementation of MERP will have an implication on the plan as it will have some environmental and social impacts. In that respect, the project will need to take into consideration the objectives of the plan and provide the mitigation measures to the impacts.</p>
Education Act (2013)	<p>The Act promotes education in Malawi. It promotes equality of education opportunities for all Malawians by identifying and removing barriers to achievements. Implementation of MERP will have an implication on the Act. MERP will contribute to the goal of the Act in the sense that it will assist in removing the barriers through the expansion of some schools and building capacity of selected teachers.</p>
Environment Management Act (2017)	<p>The Act provides for the legal framework of protection and sound management of the environment, conservation and sustainable utilization of natural resources. The Act provides for environmental planning and the need for environmental assessment. Specifically, Section 31 of the Act provides for environmental assessment in which the Director General recommends that any project should conduct an environmental assessment before implementation. The Act outlines the environmental and social impact assessment (ESIA) process to be followed in Malawi and requires that all project developers in both the public and private sectors comply with the process.</p> <p>The implementation of the MERP will have an implication on the Act since the project will have some positive and negative impacts to the environment. However, the proposed sub projects are small in nature and do not fall under the list of prescribed projects as such ESMP was develop for mitigating potential impacts. The Act will guide on the preparation and implementation of the ESMP.</p>
Land Act (2016)	<p>The Act provides for the administrative and legal framework for land resources management and acquisition. The Act categorises land into public and private land only. The proposed project sites are within existing school land that is considered as public land. In that respect, the implementation of MERP will need to take into consideration the Act's provisions on public land.</p>
Forestry Act (1997)	<p>The Act places emphasis on the need for sustainable management of forest resources on public, customary and private land. The Act recognises the need to promote participatory social forestry and empowerment of communities for conservation and management of trees within the country. In this regard the act</p>

	<p>encourages community involvement woodlot establishment and in management of forest reserves through co-management approaches.</p> <p>The implementation of MERP construction activities will have an implication on the Act in the sense that there will be potential loss of trees and therefore replacement of trees will be required where applicable. In this respect, the Act will guide the tree planting interventions under MERP.</p>
Employment Act, (2000)	<p>The Act reinforces and regulates minimum standards of employment with the purpose of ensuring equity necessary for enhancing industrial peace, accelerated economic growth and social justice; and for matters connected therewith and incidental thereto. Part II of the Act states fundamental principles guiding the act and these include: Section 4(1) - Prohibition against forced labour; Section 5(1) - Anti-discrimination; Section 6(1) - Equal pay, and; Section 7 - Remedies for infringement of fundamental rights. The Act prohibits forced labour and imposes penalties and further prohibits all forms of discrimination at work. It also stipulates that the minimum age of employment in Malawi is 18 years.</p> <p>The implementation of MERP construction activities will require employment of artisans, workers and others therefore the Act will have an implication on the programme. In this respect, the Act will guide MERP on employment issues.</p>
Local Government Act (2016)	<p>The Act provides legal mandate for local councils in land administration, local environmental planning, infrastructure planning, chiefs' administration and implementation of various issues and development programs in their respective districts. Implementation of MERP will have an implication on the Act as it will involve working with Local Authorities and relevant stakeholders at various levels in addressing issues related to environment management. In that respect, the Act will provide guidance.</p>
Water Resources Act (2013)	<p>The Act provides the legal and administrative framework for the protection of water resources from pollution, degradation and depletion. It provides for the management, conservation, use and control of water resources as well as for the acquisition and regulation of rights to use water. The Act prohibits interference with the flow or pollution of water within the watershed, streams and reservoirs, and also emphasizes environmental conservation and management. Section 39 the Act provides that abstraction of water for domestic use from groundwater, dams, rivers and other sources requires a licence and anybody who constructs or employs any such works in contravention of the conditions of the licence, commits an offence. According to Section 88 of the Act, any person who interferes with or causes effluent to come into contact with any water or discharges effluent directly or indirectly into any water pollutes or fouls any public water shall be guilty of an offence.</p> <p>Implementation of MERP will have an implication on the Act as it will involve the utilization of water resources may cause pollution, degradation and depletion. The Act, will therefore, guide on the utilization and protection of the water resources.</p>
Public Health Act (1948)	<p>The Act provides for the preservation of public health. The Act requires project developers to provide sanitary and health facilities to avoid harmful effects of various wastes. The Act further prohibits any person from causing a nuisance, or suffer to exist on any land or premises owned or occupied by him or of which he is in charge, any nuisance or other condition liable to be injurious or dangerous to health.</p> <p>Implementation of MERP will have an implication on the Act as the activities can have an impact on human health. In addition, MERP will contribute to the</p>

	<p>objective of the Act through the construction of the sanitation facilities. In this respect, the Act will provide guidance on ensuring public health.</p>
Occupational Safety Health and Welfare Act (1997)	<p>The Act makes provision for the regulation of the conditions of employment in workplaces as regards the safety, health and welfare of persons employed therein. It stipulates provisions on the duties and responsibilities of the artisans. It is imperative for the artisans to ensure that OHS requirements are adhered to all times.</p> <p>Construction activities in general pose a number of occupational health and safety risks and probable risk to workers and the surrounding communities at large. In that respect, the Act will guide the artisans throughout the project construction phase on the safety, health and welfare of the workers. The Act will also guide the workers on how to take reasonable care for their own safety and health.</p>
Gender Equality Act (2013)	<p>The Act takes action and addresses the inequalities that exist between men and women in many aspects of daily life in Malawi. The Act seeks to promote gender equality, equal integration, influence, empowerment, dignity and opportunities for men and women in all functions of society; to prohibit and provide redress for sex discrimination, harmful practices, and sexual harassment; to provide public awareness on promotion of gender equality. The Act calls for a workplace policy to ensure that sexual harassment is avoided.</p> <p>Implementation of MERP will have an implication on the Act as MERP will contribute to the objectives of Act through supporting interventions aimed to expand public primary schools including construction of girls change rooms and latrines. In addition, the program will contribute to capacity building for female teachers where applicable. MERP will also ensure that vulnerable groups are also considered in the design and implementation of its activities.</p>
HIV and AIDS (Prevention and Management) Act (2018)	<p>The Act makes provision for the prevention and management of HIV and AIDS; and provisions for the rights and obligations of persons living with HIV or affected by HIV and AIDS. The Act prohibits discrimination on a basis related to HIV or AIDS and accords a person living with HIV the right to privacy and confidentiality regarding information concerning their status. The Act also gives provisions to employers by stipulating requirements in several sections.</p> <p>Implementation of MERP will have an implication on the Act as the artisans and the workers are supposed to prevent and manage HIV and AIDS, and provide rights and obligations of workers living with HIV or affected by HIV and AIDS and prevent discrimination of workers on a basis related to HIV or AIDS. In that respect, the Act will guide the artisans and the workers.</p>
Child Care, Protection and Justice Act (2010)	<p>The Act consolidates the law relating to children by making provision for childcare and protection and for child justice, and for matters of social development of the child. Part II, Division 6 of the Act has provisions for the protection of children from undesirable practices that include child abduction, child trafficking, harmful cultural practices, forced marriage or betrothal, pledge of a child as security and other offences.</p> <p>Implementation of MERP will have an implication on the Act as the artisans and workers may present undesirable practices such as sexual exploitation abuse, defilement, child marriages and forced marriages to the learners. In that respect, the Act will protect the learners from the undesirable practices.</p>
Environmental Management (Waste	<p>The Regulations aims at providing requirements on the waste management and sanitation by local authorities and the general public. The implementation of the regulations ensures minimization of the detrimental impact on human health and</p>



Management and Sanitation) Regulations, (2008)	<p>the environment arising from poor waste management and it also improves the management of waste.</p> <p>Implementation of MERP will have an implication on the regulations since the construction activities will generate wastes. In that respect, the regulations will provide waste management and sanitation requirements which are supposed to be followed by the artisans and the workers.</p>
Public Health (Corona Virus and COVID-19) (Prevention, Containment and Management) Rules (2020)	<p>The Rules provides the measures that are required to be adhered to in order to prevent, contain and manage the Corona Virus and COVID-19. It provides measures for operators of public service facilities, employers and an employee should adhere to prevent, contain and manage the Corona Virus and COVID-19.</p> <p>Implementation of MERP will have an implication on the rules as the workers on the construction sites may spread the Corona Virus and COVID-19. In that respect, the rules will provide the measures that are required to be adhered to in order to prevent, contain and manage the Corona Virus and COVID-19.</p>
National Girls Education Strategy (2019)	<p>National Girls Education Strategy (2019) provides strategic interventions that address barriers to equitable girls' access to education. The strategy ensures that all girls in Malawi access, participate in, complete and excel at all levels of education that empowers them to effectively contribute to the country's sustainable social and economic development. The implementation of MERP will contribute to objective of the strategy as it will increase access of girls to education by increasing the number of school blocks, and also by construction of change rooms and latrines for girls.</p>
National Education Standards (2015)	<p>National Education Standards (2015) provides the expectations of education quality in important aspects of school education in Malawi. The Standards encompass key features of effective leadership, management and teaching and identify expected outcomes for learners. The standards are aligned to the National Education Sector Investment Plan 2020 - 2030. The implementation of MERP will need to consider and follow the education standards set.</p>
World Bank Environmental and Social Framework (ESF)	<p>The World Bank ESF aims to ensure that environmental and social risks and impacts are incorporated and managed during program implementation. The ESF sets out environmental and social standards (ESSs) which are key in identification and assessment of environmental and social risks and impacts associated with projects supported by the Bank. Additionally, the ESSs are used during the implementation of World Bank funded projects or activities in order to protect the interest of beneficiaries, clients, shareholders and the Bank. The ESSs also provide a comprehensive framework for enhancing positive impacts, avoiding negative impacts and promoting sustainability.</p> <p>The ESSs that are relevant to MERP include the following:</p> <ul style="list-style-type: none"> <li>• ESS1: Assessment and Management of Environmental and Social Risks and Impacts;</li> <li>• ESS2: Labor and Working Conditions;</li> <li>• ESS3: Resource Efficiency and Pollution Prevention and Management;</li> <li>• ESS4: Community Health and Safety, and;</li> <li>• ESS10: Stakeholder Engagement and Information Disclosure.</li> </ul> <p>MERP being a World Bank funded program is supposed to be implemented in line with the ESSs as set out in the ESF. The ESSs will provide a comprehensive framework for enhancing positive impacts, avoiding negative impacts and promoting sustainability.</p>

World Bank Environmental, Health and Safety Guidelines	<p>The World Bank Group Environmental, Health and Safety Guidelines (EHSGs) are technical reference documents, with general and industry specific examples of Good International Industry Practice (GIIP). These will include the General EHS Guidelines, Guidelines for Schools in Malawi on Prevention and Management of COVID-19 (Annex 9), COVID-19 Guidelines on Best Practices for Construction Sites (Annex 10) as well as any relevant Industry Sector EHS Guidelines.</p> <p>MERP being a World Bank funded program is supposed to be guided by the EHSGs in its implementation so that environmental, health and safety issues are properly considered.</p>
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### 2.6.1 Gap Analysis between the National Legislation and World Bank ESF

A gap analysis between the National Legislation and World Bank ESF was made to identify the gaps, and develop mechanism for addressing them. The results of the analysis are provided in in the Table 0-9.

**Table 2-9: Gaps between the National Legislation and World Bank ESF**

World Bank ESS provisions	National Legislation	Gaps Identified	How the gaps have been addressed (if applicable)
<b>ESS 1: Assessment and Management of Environmental &amp; Social Risks and Impacts</b>	EMA (2017) Guidelines for EIA (1997)	EMA (2017) and Guidelines for EIA (1997) do not indicate the need to prepare ESMF for projects to guide the preparation of project specific ESIA's.	Preparation of the ESMF for MERP.
<b>ESS 2: Labour and Working Conditions</b>	Labour Relations Act (1996), Occupational Safety, Health and Welfare Act, (1997), Employment Act (2000).	The national legislation does not mention the need to develop Labour Management Plan or Procedures.	MERP has followed ESS2 and developed labour management procedures with relevant provisions to bridge the gap.
<b>ESS 3: Pollution Prevention and Resource Efficiency</b>	EMA (2017); Environmental Management (Waste Management and Sanitation) Regulations, (2008)	The national legislation mostly focuses on pollution prevention and less on aspects of resource efficiency.	MERP will follow provisions of ESS3 on resource efficiency to mitigate impacts of pollution.
<b>ESS 4: Community Health and Safety</b>	Occupational Safety, Health and Welfare Act, (1997)	The Occupational Safety, Health and Welfare Act, (1997) does not focus much on community health and safety.	<p>Gap will be addressed through the implementation of ESS4 which addresses potential risks and impacts on communities that may be affected by program activities.</p> <p>Gap will also be addressed with International Labour Organization (ILO) instruments to which Malawi is a party.</p>

<b>World Bank ESS provisions</b>	<b>National Legislation</b>	<b>Gaps Identified</b>	<b>How the gaps have been addressed (if applicable)</b>
<b>ESS 10: Stakeholder Engagement &amp; Information Disclosure</b>	Guidelines for EIA (1997), Local Government Act (1998), National Decentralization Policy (2000)	No provision for development of the SEP and GRM.	The project has developed a stakeholder engagement plan which includes a GRM.

### ***Chapter 3: Environmental and Social Setting***

This chapter provides information about the physical and biological environment of the five districts of Kasungu, Nkhonkhotakota, Salima, Ntchisi and Dowa which make up CEED where construction activities will be conducted. The specific information includes geographic location, topography, soils, climatic characteristics, water resources, flora and fauna. The other salient information provided is about the socio-economic environment for the districts.

#### ***3.1 Physical Environment***

##### **3.1.1 Topography**

###### **3.1.1.1 Kasungu**

Kasungu District is predominantly flat as it lies within Lilongwe-Kasungu Plain. However, there are three main landforms in the district: Plains, Rift valley Scarp Zone and Hill Zones. The relief of the district ranges from 800 m above sea level to 1600 m above sea level. The highest peak in the district is Kasungu Hill which is 1272 m above sea level.

###### **3.1.1.2 Nkhonkhotakota**

Nkhonkhotakota District is located within the Central African Rift Valley. The Central African Plateau is separated from the Rift Valley System by the escarpments in the hilly areas. The land surface is generally flat with a slight slope towards the lake. The coastline primarily consists of sandy beaches punctuated by marshes. The elevation ranges from 493 m (at the district headquarters) to 1638 m (Chipata Mountain) above sea level. The altitude averages to 1065.5 m above sea level.

###### **3.1.1.3 Salima**

Salima District is lies within the Central African Rift Valley. The Central African Plateau is separated from the Rift Valley System by the escarpments in the hilly areas. The land surface is generally flat with a slight slope towards the lake. The coastline primarily consists of sandy beaches punctuated by marshes. The elevation ranges from 470 m to 1,583 m above sea level. The altitude averages to 1065.5 m above sea level.

###### **3.1.1.4 Ntchisi**

Ntchisi District is predomionatly flat in the northern, western and southern parts as it falls within the Lilongwe-Kasungu plain. The eastern and north-eastern parts are hilly. It has slopes ranging from 1 to 2 degrees. The district lies at an altitude of between 1,300 m to 1,700 m above the sea level.

###### **3.1.1.5 Dowa**

Dowa District is predomionatly flat in the northern, western and southern parts as it falls within the Lilongwe-Kasungu plain. The eastern part is predominantly hilly. The altitude varies from

1,036 m to 4,000 m above sea level. The highest point in the district is Dowa Hill which lies at 1,698 m above sea level.

### **3.1.2 Geology and Soils**

#### **3.1.2.1 Kasungu**

The geological history of Kasungu District ranges from early to late Precambrian with granitic complexes in Basement Complex to Tertiary to recent Sediments in the lake shore area. The soils are dominated by ferralic and chronic cumbisols that are well drained, coarse to medium texture, reddish in colour. Sandy clay loam and pure sandy soils are very dominant in north and north western areas while reddish soils are dominant in eastern areas.

#### **3.1.2.2 Nkhotakota**

Nkhotakota District largely consists of basement rock originating from the Precambrian and the early Palaeozoic eras. Clay, loam and sandy soils predominate much of the soils in the district.

#### **3.1.2.3 Salima**

Nkhotakota District largely consists of basement rock originating from the Precambrian and the early Palaeozoic eras. Clay, loam and sandy soils predominate much of the soils in the district.

#### **3.1.2.4 Ntchisi**

Ntchisi District has small deposits of graphite are found in south-eastern part, as well as sulphide near Nanzeka hills. Secondary mineralisation of copper has also been recorded at Sidza hills and Chinthembwe area. The district has sandy loam soils in upland areas, while the dambo land, the down hills of the district, is characterized by ferruginous alluvial soils and sandy clay soils.

#### **3.1.2.5 Dowa**

Dow District is mostly underlain by metamorphic rocks collectively known as the Malawi Basement Complex. Bio tide and Hornblende Gneisses are the most abundant rocks. The soils on the hilly east are sticky laterite, and erosion is noticeable. On the western plain, the soils are a mixture of sand and clay. The most predominant type of soils throughout the district is loamy sand followed by sandy loam with noticeable patches of sandy clay loam soils.

### **3.1.3 Climatic Characteristics**

#### **3.1.3.1 Kasungu**

Kasungu District experiences a cool to warm tropical climate. The annual temperature ranges from 12°C to 30°C. High temperatures are usually attained in the months of September and October, while the months of May to July attain low temperature.

### **3.1.3.2 Nkhotakota**

Nkhotakota District has a tropical type of climate that consists of two main seasons. These are the wet season from November to April and the dry season from May to October. The district has an average monthly maximum temperature of 28.7°C and a minimum of 20°C. The warmest month of the year is November while the coolest month is July. The district receives annual rainfall of about 1000 mm but may vary to as low as 400 mm to as high as 1700 mm.

### **3.1.3.3 Salima**

Salima District has a tropical type of climate that consists of two main seasons. These are the wet season from November to April and the dry season from May to October. The wet season is hot, oppressive, and overcast and the dry season is warm, windy, and mostly clear. The district has an average monthly maximum temperature of 28.7°C and a minimum of 20°C. The warmest month of the year is November while the coolest month is July. The district receives annual rainfall of about 1000 mm but may vary to as low as 400 mm to as high as 1700 mm.

### **3.1.3.4 Ntchisi**

Ntchisi District has a tropical climatic temperature condition which varies between 22°C in low altitude areas and 18°C in high altitude areas. The months of October and November are the hottest while the months of May and July cool. The district normally has its rainy season between October to April. Annual rainfall ranges from 703 mm to 1645 mm.

### **3.1.3.5 Dowa**

Dowa District has a tropical climatic temperature condition. The average annual records have the highest record of 29°C during the months of October and November for the uplands and 31°C in the same months for the Eastern part. The lowest values are 10°C and 9°C in June and July respectively for the high lying areas, with 15°C and 14°C in June and July again for low areas to the east of the district. Rainfall ranges from 1184.2 mm to 645.5 mm.

## **3.2 Biodiversity Status**

### **3.2.1 Flora**

#### **3.2.1.1 Kasungu**

In Kasungu District Savanna Woodland mainly brachystegia woodland with is the most dominant type of vegetation mostly evident in Kasungu National Park. In some areas the vegetation is interspersed with montane grassland.

#### **3.2.1.2 Nkhotakota**

Nkhotakota District is endowed with high forest cover and has two major protected upland vegetative areas which are Dwambazi Forest Reserve and Nkhotakota Wildlife Reserve. They constitute about 50% of the total land area. The forest reserves are commonly dominated by Brachystegia and Julbernardia species (Miombo) Julbernardia paniculata (Mombo), Brachystegia longifolia (Tsamba), Uapaca kirkiana (Masuku), Percopsis angolensis

(Muwanga), *Pterocarpus angolensis* (Mlombwa) among others. The forest reserves are also endowed with local bamboos (*Oxytenanthera abyssinica*), which grow on the escarpments.

#### **3.2.1.3 Salima**

Salima District has savanna woodland with mainly *brachystegia* woodland. In some areas the vegetation is interspersed with montane grassland.

#### **3.2.1.4 Ntchisi**

Ntchisi District has a forest cover of 13% covering an area of 17,507.98 ha. It has four forest reserves which are; Ntchisi, Mndirasadzu, Kaombe and Fumbati. The forests comprise both indigenous and exotic tree species. The tree species found in Ntchisi are Miombo woodlands and Montane Evergreen forests. The Miombo woodlands are found all over the district while Montane Evergreen forests are found in the western part of Ntchisi Mountain.

#### **3.2.1.5 Dowa**

Dowa District has savanna woodland with mainly *brachystegia* woodland. In some areas the vegetation is interspersed with montane grassland.

### **3.2.2 Fauna**

#### **3.2.2.1 Kasungu**

Kasungu District has a lot of wildlife. Some of the wild animals include elephants, lions, leopards, antelopes, bush bucks, fish, hares, birds and several other species present in the forests mainly the Kasungu National Park.

#### **3.2.2.2 Nkhotakota**

Nkhotakota District has a lot of wildlife. Some of the wild animals include elephants, lions, leopards, antelopes, bush bucks, fish, hares, birds and several other species present in the forests. In rivers and lakes there is a very rich diversity of fish species such as chambo and other numerous species of fish.

#### **3.2.2.3 Salima**

Salima District has a lot of wildlife. Some of the wild animals include elephants, antelopes, bush bucks, fish, hares, birds and several other species present in the forests. In rivers and lakes there is a very rich diversity of fish species such as chambo and other numerous species of fish.

#### **3.2.2.4 Ntchisi**

In Ntchisi wild life is commonly found in the forests especially Ntchisi Forest Reserve. These include birds, serval cat, african civet, spotted hyena, slender mongoose, side-striped jackal, small-spotted genet and many more species. The aquatic ecosystems in the district are a home to a diversity of fish and other aquatic organisms.

### **3.2.2.5 Dowa**

In Dowa wild life is commonly found in the areas where some forests are remaining. These include birds, serval cat, spotted hyena, monkeys and other species. There are also some diversities of fish and other aquatic organisms in the rivers.

## **3.3 Socioeconomic Baseline Information**

### **3.3.1 Demographic and Settlement Pattern**

#### **3.3.1.1 Kasungu**

According to the 2018 population and housing census, the population of Kasungu District is 842,953. There are a combination of settlement patterns ranging from linear, cross type, scattered, isolated and nucleated with the district depending on factors like geographical location and the availability of social services. The district has low, medium and high-density residential areas.

#### **3.3.1.2 Nkhotakota**

According to the 2018 population and housing census, the population of Nkhotakota District is 393,077 which is about 2.3% of the national population. Out of this, 48.9% is male and 50.2% is female. There are a combination of settlement patterns ranging from linear, cross type, scattered, isolated and nucleated with the district depending on factors like geographical location and the availability of social services. Nkhotakota has low, medium and high-density residential areas. The dwelling units can be categorized as permanent, semi-permanent and traditional.

#### **3.3.1.3 Salima**

According to the 2018 population and housing census, the population of Salima District is 478,346. There are a combination of settlement patterns ranging from linear, cross type, scattered, isolated and nucleated.

#### **3.3.1.4 Ntchisi**

According to the 2018 population and housing census, the population of Ntchisi District is 317,069. Out of this, 49% is male and 51% is female. In Ntchisi urban area, formal housing is categorized into low, medium, high, and traditional housing area while in rural areas it is nucleated.

#### **3.3.1.5 Dowa**

According to the 2018 population and housing census, the population of Dowa District is 772,569 which is about 4.74% of the national population. Out of this, 49% is male and 51% is female. In terms of the settlement patterns, within urban setting there is high density to medium, in trading centres there is medium density while in rural areas it is nucleated.



### **3.3.2 Land Administration**

In Kasungu, Nkhonakota, Salima, Ntchisi and Dowa Districts the land tenure for the proposed project is public land under the MoE. Surrounding the project schools, the land tenure system is mostly customary under the leadership of traditional authorities. Within this customary system, land is inherited through patrilineal system, in which sons inherit land ownership through their fathers. Main land uses in this tenure system is farming, human settlements, livestock grazing and afforestation. Though the Customary Land Act (2016) is in place, the practice remains the old one because the structures and infrastructure to accommodate new land administration is not yet established. As such, land disputes are resolved using the customary law that empowers the village headpersons to resolve the disputes by bringing together the disputing parties, and if it fails it goes to the group village headperson (GVH), and on a rare occasion where this fails it goes to the traditional authority (TA), and finally the District Commissioner as the last resort.

### **3.3.3 Main Local Economic Activities**

#### **3.3.3.1 Kasungu**

In Kasungu District the major economic activity is farming. Cash crops such as tobacco and soya are mostly cultivated. Other crops include maize, beans, cassava, sweet potatoes, bananas and vegetables. Other people earn their living by doing businesses as micro, small and medium enterprises selling food crops and grocery items. Other people also earn their livelihood by being formally employed, doing piece works, loans and village savings.

#### **3.3.3.2 Nkhonakota**

In Nkhonakota District the main economic activities are fishing, sugarcane production, cultivation of rice, groundnuts, cassava as well as livestock production. Other people earn their living by doing businesses as micro, small and medium enterprises selling food crops and grocery items. Other people also earn their livelihood by being formally employed, doing piece works, loans and village savings.

#### **3.3.3.3 Salima**

In Salima District the main economic activities are fishing, sugarcane production, cultivation of rice, groundnuts, cassava as well as livestock production. Other people earn their living by doing businesses as micro, small and medium enterprises selling food crops and grocery items. Other people also earn their livelihood by being formally employed, doing piece works, loans and village savings.

#### **3.3.3.4 Ntchisi**

In Ntchisi District the major economic activity is farming. Cash crops such as tobacco and soya are mostly cultivated. Other crops include maize, beans, cassava, sweet potatoes, bananas and vegetables. Other people earn their living by doing businesses as micro, small and medium enterprises selling food crops and grocery items. Other people also earn their livelihood by being formally employed, doing piece works, loans and village savings.

### **3.3.3.5 Dowa**

In Dowa District the major economic activity is farming. Cash crops such as tobacco and soya are mostly cultivated. Other crops include maize, beans, cassava, sweet potatoes, bananas and vegetables. Other people earn their living by doing businesses as micro, small and medium enterprises selling food crops and grocery items. Other people also earn their livelihood by being formally employed, doing piece works, loans and village savings.

### **3.3.4 Health Situation**

In Kasungu, Nkhonkhotakota, Salima, Ntchisi and Dowa Districts the major causes of out-patient attendance are malaria, acute respiratory infections that are topping the list with the lowest causes such as malnutrition. According to in-patient data from sampled district hospitals, malaria, pneumonia, and waterborne diseases are the most common causes of in-patient deaths followed by anaemia, acute respiratory infections, tuberculosis, meningitis, trauma, malnutrition, eye infections, and heart diseases. HIV and AIDS still remain one of the killer diseases in the district.

Health services delivery in the districts is at primary, secondary and tertiary levels. There is a linkage between the different levels through an elaborate referral system that has been established within the health system. At the primary level, delivery of services is through community initiatives, health posts, dispensaries, maternities, and health centres. At the community level, community-based cadres such as health surveillance assistants (HSAs) who provide health services. Health centres act as a public secondary health care provider together with District Hospitals. The district hospitals also service the local population offering both in-patient and out-patient services. The district hospitals are tertiary level healthcare facilities receiving referral cases from secondary facilities. The project sites have primary structures in place and the health facilities within the impact areas.

### **3.3.5 Education Status**

Malawi has an 8-4-4 education system, which is organised around eight years of primary school, four years of secondary school, and four years of tertiary education. The first 8 years of education in Malawi are compulsory. Children enter primary school at an average age of 6 where the first four years of teaching is in a local traditional language. Thereafter, the medium of education shifts to English for the balance of the Malawi education program. Primary schools are distributed throughout the country. The schools are grouped into zones across the district. These zones are managed by PEAs who are supervised by a Coordinating Primary Education Advisor (CPEA). Primary education services are coordinated by the District Education Manager (DEM) while Secondary services are manned by the Education Division Manager (EDM).

### **3.3.6 Gender Related Issues**

Malawi is characterised by a high prevalence of GBV against women and girls nationally. Over a third of women aged 15-49 years old report having experienced physical violence, and nearly a quarter of children aged 9-18 years old experience forced sex. Similarly, in the districts of Kasungu, Nkhonkhotakota, Salima, Ntchisi and Dowa, the cases of GBV occur.

In order to assist women and child survivors of violence, structures have been established within districts. These structures include Victim Support Units (VSUs) based in police stations and units, the Community Victim Support Units (CVSUs) based at community level and the One Stop Centres (OSC) based in central and district hospitals. The OSCs offer health, social welfare and police services to women and child survivors of different forms of violence. While these formal structures have been established to respond to various forms of Violence Against Women and Girls (VAWG), a good proportion of survivors of violence do not systematically utilise them. There are still more cases of sexual and gender-based violence (SGBV), harmful practices and other sexual and reproductive health and rights (SRHR) issues affecting women and girls. In that respect there is need to address such issues.

### **3.3.7 Energy and Water Supply**

The sources of energy in Kasungu, Nkhonkhotakota, Salima, Ntchisi and Dowa districts include biomass (firewood and charcoal), petroleum fuels, liquefied petroleum gas (LPG), grid electricity, solar PV and solar thermal. Currently, renewable energy of grid and off-grid alternatives are being scaled up through various projects such as Malawi Rural Electrification Programme (MAREP) and solar initiatives from private investors and through public private partnerships.

Water sources in the districts include piped water (public taps, standpipes), tube wells, boreholes, protected dug wells and springs, and rainwater. Water is mainly sourced through the boreholes. The piped water is supplied by Central Region Water Board (CRWB). In some cases, the water supply facilities are owned, operated and maintained by the community members largely by way of such structures as Water Point Committees (WPCs) and Village Health and Water Committees (VHWCs).

### **3.3.8 Sanitation and Waste Management**

In Kasungu, Nkhonkhotakota, Salima, Ntchisi and Dowa Districts there is increased generation of wastes due to the population growth and also due to growth of businesses. The types of wastes include liquid, solid as well as electronic waste. The rate of waste generation is usually higher than the collection rate of these wastes. The result is that most waste is left in the open spaces and drains of roads and pavements that end up clogging of water ways and impairing the drainage system. Some of the wastes are disposed either in rivers or other areas resulting into pollution, poor water quality, and land degradation. Poor waste management leads to breeding of diseases, water contamination and also contributes to climate change due to methane generation. The districts use open landfills to dump their waste. Liquid waste is commonly managed through simple technologies such as soak ways that are not adequate enough in capacity and quantity to handle complex waste from growing trading centres and institutions. Wastewater disposal is mainly through use of pits connected to the toilets

### **3.3.9 Disaster Management**

Kasungu, Nkhonkhotakota, Salima, Ntchisi and Dowa Districts may face disasters such as flash floods, cholera outbreaks, hailstorms, dry spells, droughts, intense rainfall, strong winds and

temperature variability. In that respect, these districts have district offices for Department of Disaster Management Affairs (DoDMA), District Civil Protection Committees (DCPC) comprising various stakeholders from Government and Civil Society Organisations (CSOs). The main responsibility is to coordinate disaster responsiveness and management. There are also Area Civil Protection Committees (ACPC) comprising various stakeholders from Government and CSOs at Traditional Authority level under supervision of Area Development Committees (ADCs). The main responsibility is to coordinate disaster response and management and report to the DCPC. There is also Village Civil Protection Committees (VCPC) at village level and under VDC. The main responsibility is to coordinate disaster issues at village level. In some cases, these structures are not present and also in other cases these structures have very low capacity to manage their responsibility hence need training.

#### **3.3.10 General Security in the District**

In Kasungu, Nkhonkhotakota, Salima, Ntchisi and Dowa Districts there are provision of police stations with various police units located across the districts. The police stations through community policing services established meaningful partnerships with the community and stakeholders intending to work together in the fight against crime and domestic violence. The community policing introduced victim support services and VSU, and also youth and child protection services. The police have successfully established meaningful partnerships with the community, stakeholders and NGOs, and reduced road accidents and crime.

## ***Chapter 4: Assessment of Environmental and Social Impacts***

This chapter provides a description of the potential environmental and social impacts of the project in CEED. The chapter also includes the analytical methodology used to forecast impact, how environmental and social data was gathered, and of the methods and criteria used to judge impact severity and significance. The chapter provides a summary of those impacts considered to be of greatest significance and measures proposed to avoid, mitigate/reduce and/or manage them. The chapter finally provides an Environmental and Social Management Monitoring Plan (ESMMP) which will check if the mitigation measures under each impact are being implemented or not. The plan will provide parameters to be monitored, indicators to be used for monitoring, means of verification that mitigation/enhancement measures are implemented, and frequency of monitoring and assigns responsibility for monitoring.

### ***4.1 Impact Identification***

The assessment of potential environmental and social effects resulting from project-related activities has been carried out in accordance with EMA (2017) and the World Bank ESF, using a methodology framework developed based on internationally accepted practice, and the professional experience of the study team. This approach has satisfied requirements for EIA under the Guidelines for EIA in Malawi of 1997 and the MERP ESMF; but also public consultations satisfy the assessment process. The assessment considered the potential environmental and social effects of physical works and activities, including environmental changes that may result from the proposed undertaking. Specifically, the assessment started by identifying the issues through scoping and selecting of valued environmental components (VECs) on which to focus the assessment. VECs are components of the environment that the society values, and upon which the assessment is focused. Thereafter, the assessment identified environmental and social effects of project activities, by project phase, including those resulting from the interaction of the project with the environmental and social effects identified for past, present, and future projects that will be carried out, and also the changes to the project caused by the environment.

The scoping methodology involved an evaluation of the potential environmental and social effects, including cumulative environmental effects, regarding VECs. The VECs for this project were identified through a process whereby the features and activities (both planned and unplanned) associated with planning and designing, construction and operation phases of the project have been considered with respect to their potential impact with resources or receptors. This method identifies VECs and activities that could reasonably act as a source of impact.

### ***4.2 Significance Rating of the Potential Impacts***

The significance rating criteria considering proposed mitigation has evaluated environmental effects, including cumulative environmental effects, of the identified VECs. Table 0-1 ranks the factors using the chosen criteria.

**Table 0-1: Criteria for Ranking Factors for Consequences and Probability**

<b>Criteria</b>	<b>Description</b>	<b>Measure</b>
<b>Impact Type</b>	Refers to source of an impact in relation to project activities.	Direct, indirect, or induced.
<b>Impact Duration</b>	It estimates the time for an affected population or resource to recover. Duration is from the time an impact begins to when it ceases.	Temporary, short-term, long term or permanent.
<b>Impact Extent</b>	Refers to the size of the impact area	Local – within area of impact Regional – beyond area of impact to other districts or country International – beyond the country.
<b>Impact Magnitude</b>	Measures the general degree, extensiveness, or scale of impact in terms of the observable impact on a resource in the project area of impact (AoI) and wider ecosystem or social domain.	Low, medium, or high.
<b>Sensitivity</b>	Considers the sensitivity of the receptor upon which the impact is occurring.	Low, moderate, or high.
<b>Reversibility</b>	Refers to the ability of the site or the impact receptor to recover after an impact has occurred.	Low, moderate, or high.
<b>Likelihood</b>	The probability of the impact occurring.	Unlikely, possible or certain.
<b>Impact Significance</b>	This indicates the implication or consequence that an impact may have on a resource or receptor.	Negligible, minor, moderate or high.

#### **4.3 Impact Significance Rating for the Identified Potential Impacts**

Table 0-2 presents the assessed potential environmental and social impacts and their significance ratings before implementing the mitigation measures.

**Table 0-2: Summary of Assessment of Potential Impacts and their Ratings**

Impact	Impact Nature	Likelihood	Impact Type	Impact Duration	Impact Extent	Impact Magnitude	Sensitivity	Reversibility	Impact Significance
<b>Construction Phase</b>									
Creation of local employment opportunities and capacity building	Positive	Certain	Direct	Medium-Term	Local	High	High	High	Moderate
Increase in business opportunities	Positive	Certain	Direct	Medium-term	Regional	High	Moderate	High	Moderate
Disruption on provision of education services at the project schools	Negative	Certain	Direct	Medium-term	Local	Medium	Moderate	Moderate	Moderate
Increased risk of construction related accidents for learners and staff	Negative	Possible	Direct	Medium-term	Local	High	Moderate	Moderate	Moderate
Increased OHS risks to workers during construction	Negative	Possible	Direct	Medium-term	Local	High	Moderate	Moderate	Moderate
Increased risks of learners to SEA, defilement, and child marriages, early and unwanted pregnancies	Negative	Possible	Direct	Long-term	Regional	High	High	Low	High
Improved household income especially for those working at the construction sites	Positive	Certain	Direct	Medium-Term	Local	High	High	High	High
Increased incidences of child labour	Negative	Possible	Direct	Medium-term	Local	High	Moderate	Moderate	Moderate
Increased cases of GBV	Negative	Possible	Direct	Medium-term	Local	Low	Low	Moderate	Minor
Increased generation of particulate matter (especially dust)	Negative	Certain	Direct	Short-term	Local	Medium	Moderate	Moderate	Moderate
Risk of natural disasters such flash floods, landslides, storms and earthquakes	Negative	Unlikely	Direct	Temporary	Local	Negligible	Low	Negligible	Negligible
Occurrence of borrow pits and pools of stagnant waters	Negative	Certain	Direct	Short-term	Local	Medium	Moderate	Moderate	Moderate
Generation of rubble and heaps of excavated soils	Negative	Certain	Direct	Short-term	Local	Medium	Moderate	Moderate	Moderate
Land degradation resulting from sand mining	Negative	Certain	Direct	Medium-term	Local	Medium	Moderate	Moderate	Minor
Increased conflicts of water use among the school, artisans and communities	Negative	Possible	Direct	Short-term	Local	Medium	Moderate	Moderate	Moderate
Increased risk of soil erosion	Negative	Certain	Direct	Short-term	Local	High	Moderate	Moderate	Moderate
Noise Pollution	Negative	Certain	Direct	Temporary	Local	High	Moderate	Low	High
Generation of solid wastes, spills and effluent	Negative	Certain	Direct	Short-term	Local	High	Moderate	Low	Moderate
Water pollution	Negative	Certain	Direct	Short-term	Local	High	Moderate	Low	Moderate
Loss of trees and other ground cover	Negative	Certain	Direct	Long-term	Local	High	Low	High	Moderate

Impact	Impact Nature	Likelihood	Impact Type	Impact Duration	Impact Extent	Impact Magnitude	Sensitivity	Reversibility	Impact Significance
Restoration of vegetative cover	Positive	Certain	Direct	Long-Term	Local	High	High	High	High
Increased risk to STIs, and HIV and AIDS to the learners and to the workers due to interaction between the learners and the workers and also among the workers	Negative	Certain	Direct	Long-term	Local	High	High	High	High
Increased risk of spread of communicable diseases, including Cholera and COVID-19 amongst teachers, learners and construction workers	Negative	Unlikely	Direct	Long-term	Local	Low	Low	High	Negligible
Increased incidences of open defecation	Negative	Possible	Direct	Short-term	Local	Low	Moderate	High	High
Artisan's non-compliance with labour laws and regulations	Negative	Possible	Direct	Short-term	Local	Moderate	High	High	High
Increased risk of theft and vandalism	Negative	Possible	Direct	Long-term	Local	High	Moderate	High	Moderate
Improved community ownership of the project	Positive	Possible	Direct	Long-Term	Local	High	High	High	High
Source of Government Revenue	Positive	Certain	Direct	Short-term	Local	High	Low	Low	High
<b>Operation and Maintenance Phase</b>									
Increased risk of theft and vandalism due to increased size of infrastructure	Negative	Possible	Direct	Short-term	Local	Low	Low	Moderate	Moderate
Reduced learner-classroom ratio through the new classroom blocks	Positive	Certain	Direct	Long-term	Local	High	Low	Low	High
Increase in number of learners enrolled	Positive	Certain	Direct	Long-term	Local	High	Low	Low	High
Improved sanitation and reduced learner-latrine ratio	Positive	Certain	Direct	Long-term	Local	High	Low	Low	High
Improvement of scenery of the school premises	Positive	Certain	Direct	Long-term	Local	High	Low	Low	High



#### ***4.4 Description of Identified Impacts***

This section provides a description of the potential positive and negative environmental and social impacts associated with the construction and operation of the project. The potential impacts identified are common for all the specific construction sites. The section focuses on the main phases of the project life, which includes construction and operation. Table 4-4 provides the potential impacts, their enhancement and mitigation measures, responsible entities, monitoring plans and the required financial resources to implement the plans.

#### **4.4.1 Identified Positive Impacts during Construction Phase**

##### ***4.4.1.1 Creation of local employment opportunities and capacity building***

The construction project will provide opportunities to trained community members to utilise their skills, experience and abilities and also improve them. The project will prioritise recruitment of local community artisans to construct the classroom and sanitation blocks. These artisans are expected to recruit other skilled and unskilled workers from the communities.

##### **Enhancement measures:**

- a) Provide clear communication to the communities about the available employment opportunities targeted to men, women, members of the vulnerable group and the youth;
- b) Match responsibilities of the employed women, members of the vulnerable group and the youth to their abilities;
- c) Orient the selected artisans immediately after recruiting them and identify potential constraints and challenges that they may face and help to resolve them;
- d) Provide equal employment opportunity to both men and women, and;
- e) Ensure wages are above the minimum wage and paid on time.

##### ***4.4.1.2 Increase in business opportunities***

The project will also increase business opportunities by procuring construction materials from the local traders as well as from the market.

##### **Enhancement measure:**

- a) Ensure potential supplies, building materials such as cement, cement blocks, quarry stones, iron sheets, paint and soft wood timber are provided by Malawian traders licensed by appropriate authorities and registered by MRA.

##### ***4.4.1.3 Improved household income especially for those working at the construction sites***

The people from the local communities who are employed through the project will earn some money as wages thereby improving their household income.

##### **Enhancement measure:**

- a) Ensure people from the local communities are employed and provided with wages above the minimum wage.

##### ***4.4.1.4 Source of Government Revenue***

The project will contribute to government revenue when the artisans, suppliers and traders remit the various taxes in course of doing business with project.

##### **Enhancement measure:**

- a) Ensure remittance of various taxes by the artisans, suppliers and traders.

#### 4.4.1.5 Improved community ownership of the project

The project will ensure engagement with the local communities in the construction phase so that the communities are aware of the project and get involved. This will improve community ownership of the project.

#### Enhancement measure:

- a) Ensure proper community sensitization of the project through the local leaders and structures, as well as engagement and involvement in the project by following the stakeholder's engagement plan for the program.

### **4.4.2 Identified Positive Impacts during Operation and Maintenance Phase**

#### 4.4.2.1 Reduced learner-classroom ratio through the new classroom blocks

The increase in population of the people in the country has contributed to the increase in children requiring primary education. Despite the increase in children requiring primary education, the primary education infrastructure is not adequate to accommodate the children. The new classroom blocks are expected to improve the learner-classroom ratio.

#### Enhancement measures:

- b) Construct the classroom blocks according to design and standards;
- c) Sensitise learners and the community against vandalism of the classroom blocks, and;
- d) Regularly carry out maintenance works to maintain good classrooms standards.

#### 4.3.2.2 Increase in number of learners enrolled

The increase in population of the people in the country has resulted to the increase in children required primary education. Despite the increase in children requiring primary education, the primary education infrastructure is not adequate to accommodate the children. The construction of the additional classroom blocks is expected to increase the number of learners enrolled due to availability of classroom space in the project areas.

#### Enhancement measures:

- a) Construct the classroom blocks according to design and standards, and;
- b) Regularly carry out maintenance works to maintain good classrooms standards.

#### 4.3.2.3 Improved sanitation and reduced learner-latrine ratio

Most schools lack adequate and clean sanitation facilities which are in good shape. The construction of the additional sanitation blocks is expected to improve the sanitation and reduce the learner-latrine ratio at the schools.

#### Enhancement measures:

- a) Sensitise staff and learners to appropriately use the sanitation facilities;
- b) Ensure that the sanitation facilities are kept clean at all times;
- c) Sensitise learners and the community against vandalism, and;
- d) Regularly carry out maintenance works on sanitation facilities.

#### 4.3.2.4 Restoration of vegetative cover

The project will ensure that trees and grass are planted in spaces around the classroom and sanitation blocks thereby restoring the vegetative cover of the site.

##### Enhancement measures:

- a) Ensure replanting of trees and grass around the blocks, and;
- b) Ensure proper landscaping around the blocks.

#### 4.3.2.5 Improvement of scenery of the school premises

The new classroom blocks constructed according to the design and standards will improve the scenic beauty of the school premises. This will increase the aesthetic value of the premises and will also attract the communities to enrol their children at the schools.

##### Enhancement measures:

- a) Construct the classroom blocks according to design and standards;
- b) Ensure proper landscaping of the around the classroom blocks
- c) Sensitise learners and the community against vandalism of the classroom blocks, and;
- d) Regularly carry out maintenance works to maintain good classrooms standards.

#### 4.3.2.6 Improved community ownership of the project

The project will ensure engagement with the local communities in the operation and maintenance phases so that the communities are aware of the project and get involved. This will improve community ownership of the project.

##### Enhancement measure:

- a) Ensure proper community sensitization of the project through the local leaders and structures, as well as engagement and involvement in the project by following the stakeholder's engagement plan for the program.

#### **4.3.2.7. Improved housing and availability of female teachers in remote school**

##### Enhancement measures:

- a) Construct the classroom blocks according to design and standards;
- c) Sensitise learners and the community against vandalism of the classroom blocks, and;
- d) Regularly carry out maintenance works to maintain good houses standards.
- b)

### **4.4.3 Generic Negative Social Impacts during Construction Phase**

#### 4.4.3.1 Disruption on provision of education services at the project schools

The construction of these facilities will require space for storage of materials at the project schools and this can prompt some artisans to be using classrooms for storage of their items, thereby disturbing learners from continuing with their day-to-day lessons to pave way for such storage arrangements. In addition, the noise produced during construction may also disturb learners from continuing with their day-to-day lessons.

##### Mitigation measures:

- a) Prohibit use of classrooms and any other school buildings for storage of material or any other use by the artisans and construct a temporary storage room at site;
- b) Avoid noisy construction activities during classes or at night, and;

- c) Conduct one sensitisation meeting before project commencement and another midway with artisans on CoC provided in Appendix 9 on school premises.

#### 4.4.3.2 Increased incidences of child labour

The availability of work during construction may prompt some artisans to look for cheaper sources of labour which in most of the cases children are targeted. In so doing, the cases of child labour are expected to emerge. This is expected to be short-term as the construction period will last for a maximum of six months.

##### Mitigation measures:

- a) Employ only adults with a minimum age of eighteen (18) years;
- b) Conduct sensitisation meetings with artisans and their workers, local chiefs/leaders, school administration, learners and the community on prohibition of any forms of child labour;
- c) Strategically, erect signage, which are three metres high, with prevention of child labour messages at construction sites, and;
- d) Put in place a GRMC to receive and address child labour complaints.

#### 4.4.3.3 Increased risks of learners to SEA, defilement, child marriages, early and unwanted pregnancies

The artisans will mobilise several workers from each site and the majority will likely be males because of the male dominance in construction industry in Malawi. The male workers may end up sexually exploiting, abusing, defiling and also marrying the children. This is the case because most of the learners in the districts come from vulnerable households that are faced with poverty and food insecurity, as such perceive marriage as a quick way to get out of poverty. In addition, these children who are vulnerable because of poverty are prone to exploitation especially SEA and defilement.

##### Mitigation measures:

- a) Develop an induction program including a CoC for all workers which will be signed prior to starting their work. The CoC (Appendix 9) will address the following issues:
  - Zero tolerance of illegal activities such as child labour, sexual exploitation, defilement, child prostitution, harassment of women, gender-based violence, purchase or use of illegal drugs, fighting;
  - Disciplinary measures and sanctions (e.g. dismissal) for infringement of the CoC, and;
  - Commitment or policy to cooperate with law enforcement agencies investigating perpetrators of SEA, defilement, GBV and others.
- b) Ensure a copy of the CoC is presented to all artisans and their workers and signed by each of them;
- c) Develop a child safety management plan as described in Appendix 10;
- d) Develop and implement a GBV/SEA Action;
- e) Coordinating with the District Office of Gender, Children, and Social Welfare and the Police to carry out sexual harassment or SEA awareness campaigns around the sites, and;
- f) Ensure availability of an effective GRM as stipulated in Appendix 5.

#### 4.3.3.4 Increased cases of gender-based violence

GBV is experienced by both men and women, although, most of the victims of GBV are women and girls. GBV can be experienced at the construction site among the workers.

##### Mitigation measures:

- a) Sensitize communities on GBV risks related to the program during stakeholders' engagement prior to implementation of program activities;
- b) Develop and institute an effective GRM and sensitize the community on the same before implementation of program activities;
- c) Define GBV requirements and expectations in contractual documents;
- d) Ensure that CoCs are signed and understood by all workers;
- e) Include a GBV Management and Response Plan as provided in Appendix 8 in the artisan ESMP and should be evaluated prior to program activities implementation;
- f) Provide separate sanitation facilities for men and women, and;
- g) Provide appropriate signage on GBV in local language.

#### 4.3.3.5 Increased risk of construction related accidents for learners and staff

There will be movement of vehicles carrying various construction materials during construction. Civil and structural construction will increase traffic in the school campuses as well as in the access roads due to the transportation of goods.

##### Mitigation measures:

- a) Conduct monthly road safety awareness campaigns with learners and staff;
- b) Demarcate and screen off construction sites with iron sheets;
- c) Ensure availability of first aid kits and training to administer first aid;
- d) Hire transporters whose vehicle have valid CoF and drivers with the appropriate driving licence category, and;
- e) Ensure construction vehicles observe 20 km/hour speed limit on school campus.

#### 4.3.3.6 Increased OHS risks to workers during construction

During construction, workers will be exposed to various occupational risks and hazards as they use large machinery and equipment, work in proximity with water, work at height, use of electrical tools, tripping and falling, use of hazardous and flammable chemicals among others.

##### Mitigation measures:

- a) Ensure availability of first aid kits and training to administer first aid;
- b) Ensure the artisans conduct daily OHS talks to their workers;
- c) Provide PPE to the workers and enforce its use;
- d) Train workers regularly on OHS risks prevention;
- e) Put appropriate warning signs in areas with high risk of safety, and,
- f) Facilitate the formation of OHS Welfare Committee at each construction site.

#### 4.3.3.7 Increased risk to STIs, and HIV and AIDS to the learners and to the workers due to interaction between the learners and the workers and also among the workers

Interactions among workers and between workers and the learners and the rest of the people from the communities may lead to some sexual relationships which can increase the likelihood of spreading STIs, HIV and AIDS.

##### Mitigation measures:

- a) Conduct quarterly sensitisation meetings for workers on STIs, HIV and AIDS prevention;
- b) Distribute education, information, education and communication (IEC) materials on STIs, HIV and AIDS for free to all workers;
- c) Provide free male and female condoms to all workers, and;
- d) Place posters at strategic places on raising awareness of STIs including HIV and AIDS.

#### 4.3.3.8 Increased incidences of open defecation

The project construction site will have workers who will require adequate toilets. In cases where there are no toilets or where there are inadequate toilets workers will resort to open defecation and this may also contribute to surface water pollution.

##### Mitigation measures:

- a) Ensure provision of adequate toilets such make-shift toilets to workers (separate for males and females), and;
- b) Sensitize the workers on the public health risks of open defecation.

#### 4.3.3.9 Increased risk of spread of communicable diseases, including Cholera and COVID-19 amongst teachers, learners and construction workers

There is a risk of spread of communicable diseases such as Cholera and COVID-19 amongst teachers, learners and construction workers. Cholera and COVID-19 are still prevalent in the country, therefore there is need for the schools and artisans to put in place measures to control the spread of such diseases at the schools and construction sites.

##### Mitigation measures:

- a) Follow and enforce Cholera prevention and management measures as well as COVID-19 prevention, containment and management rules and guideline (Appendix 11) as provided by Ministry of Health (MoH) from time to time;
- b) Sensitize teachers, learners, communities and workers on the dangers of communicable diseases such as Cholera and COVID-19;
- c) Distribute IEC materials on communicable diseases such as Cholera and COVID-19.
- d) Encourage teachers, learners and construction workers to get COVID-19 vaccination;
- e) Train the workers on screening of every member visiting the work site, and;
- f) Provide adequate COVID-19 PPE to teachers, learners and construction workers.

#### 4.3.3.10 Increased conflicts of water use among the school, artisans and communities

The construction work is expected to increase the demand of water. Most of the project sites do not have adequate water sources and in some cases the community members use school water points that include boreholes and learners' standpipes. This limitation of water sources

may lead to conflicts between water needs for learners, community members, and construction works.

Mitigation measures:

- a) Develop a water usage plan for the school, artisans and communities;
- b) Identify and utilise other sources of water for construction by the artisans;
- c) Store 5000 litres of water for construction per day in tanks filled during times when water demand is low (e.g. at night) for use during peak hours of the day, and;
- d) Facilitate formation of GRMC and usage of GRM in conflict resolution as stipulated in Appendix 5.

4.3.3.11 Artisan's non-compliance with labour laws and regulations

Artisans may at times fail to follow labour laws and regulations set by Government which result to infringement of the rights of the workers.

Mitigation measures:

- a) Artisans should sign a CoC before commencement of construction works, which contains among other issues, labour related laws and regulations, and;
- b) Sensitize workers on labour related issues and regulations to ensure that the artisan is compliant.

4.3.3.12 Increased risk of theft and vandalism

There would be an increase of theft cases of building materials especially where wage payments are delayed by the artisans. In some cases, some community members may also engage in theft. The constructed facilities are at risk of being vandalized by community members and also learners most especially during riots.

Mitigation measures:

- a) Ensure provision of security of the site by the artisans and school management;
- b) Establish/involve community policing;
- c) Strengthen school rules and regulations;
- d) Sensitise learners, local leaders, the community and workers against theft of materials and vandalism of the classroom blocks, and;
- e) Ensure timely payment of wages to workers.

#### **4.4.4 Generic Negative Environmental Impacts during Construction Phase**

4.4.4.1 Increased generation of particulate matter (especially dust)

It is expected that the construction work will produce dust because of material and vehicle movement, excavation works and land clearing, and construction activities. Dust and particulates can present respiratory problems as well as potential allergic reactions when inhaled. In addition, dust can cause nuisance problems when re-deposited on clothes and surfaces; and can hinder visibility. However, it is considered unlikely that ambient air quality standard will be exceeded. This will be a short-term impact as construction period will last for less than three (3) months.

Mitigation measures:

- a) Provide workers with appropriate PPE.
- b) Cover all transported materials with tarpaulins to prevent fugitive dust;
- c) Restrict the removal of vegetation at construction site;
- d) Use dust-suppressing water spray during civil works and earth movement as required, and;
- e) Ensure vehicles adhere to 20 km/hr speed limit within school premises and designated speed limits on other community roads.

4.4.4.2 Noise pollution

It is expected that the workers themselves, construction activities, construction machinery and equipment will generate noise that may impair the hearing of workers as well as school learners and surrounding community members. The noise levels exceeding 55 dBA will increase annoyance levels and may ultimately result in noise complaints.

Mitigation measures:

- a) Sensitize workers on the need to reduce noise levels on site;
- b) Ensure vehicles have proper maintenance and checked regularly in order to avoid noise;
- c) Notify school management, nearby residents and businesses at least twenty-four hours in advance if particularly noisy activities are anticipated;
- d) Rescheduling of noisy activities to be done during weekends and other off-peak hours;
- e) Ensure that noise levels at the construction sites do not exceed 55 dBA, and;
- f) Provide and ensure the use of recommended PPE.

4.4.4.3 Generation of solid wastes, spills and effluent

It is expected that construction activities will generate many types and varying quantities of wastes that will include construction rubbles, soil from land clearing, vehicles and machine maintenance wastes, general mixed wastes (glass, wooden pallets, plastic, paper, metal scraps and cut-offs, fillings, food items etc.), hazardous wastes (used oils, discarded fuels and paints, termite proofing material residues, discarded thinners and cleaning agents etc.) and others. Spillages of chemicals, oils, paints, thinners, fuel and other hazardous fluids, pastes or powders together with affected soils or surfaces should be regarded as hazardous waste. Effluents may include spills, waste water and others.

Mitigation measures:

- a) Implement sorting, reusing and recycling of solid wastes;
- b) Ensure no littering at the project site and provide adequate on-site waste receptors such as colour coded bins or skips for temporary waste storage. Use of rubbish pits should be discouraged;
- c) Arrange with the District Council to identify a suitable site or sites (new or existing) for waste disposal at different project sites, if possible, within 5 km radius;
- d) Obtain permits to handle, store, transport, and dispose of hazardous waste from MEPA in advance of construction;
- e) Segregate and clearly label hazardous waste and store in suitable drums or containers in secure facilities that have a banded impermeable layer;
- f) Ensure good housekeeping and sanitation practices are promoted at each site;



- g) Provide spill-control kit and materials (e.g. oil binding agents, sand, shovels, etc.) to drivers and workers, to clean up spills, if necessary.

#### 4.4.4.4 Water Pollution

Poor management of liquid and solid wastes produced at construction sites may lead to pollution of surface water and groundwater in the vicinity of the sites.

##### Mitigation measures:

- a) Ensure provision of workers' pit latrine on site, and;
- b) Ensure safe dispose of liquid and solid wastes.

#### 4.4.4.5 Loss of trees and other ground cover

It is expected that a number of trees and other vegetation are likely to be lost or damaged due to land clearing for construction of structures, creation of access roads and pavements, construction of drainage, temporary storage of building materials, creation of site offices and other temporary structures, waste dumps and extraction of materials (sand, rocks, fill etc.).

##### Mitigation measures:

- a) Ensure vegetation clearing is confined to areas directly affected by the construction, and;
- b) Ensure replacement of trees and vegetation lost on site and other affected areas.

#### 4.4.4.6 Risk of natural disasters such flash floods, landslides, storms and earthquakes

There is a risk of natural disasters such flash floods, landslides, storms and earthquakes in some sites in the districts especially those in low laying areas along the lake.

##### Mitigation measures:

- a) Ensure site selection of the proposed classrooms and sanitation blocks should be done in consultation with SMC and approved by the District Council who screened the sites;
- b) Ensure during construction that classrooms are raised at least 60 cm higher to avoid flooding and landslides;
- c) Ensure inclusion of drainage structures that collect and direct water from the classroom block to existing drainage system or other natural water ways;
- d) Ensure the classrooms and sanitation blocks are sited where natural wind blockades such as trees are present, and;
- e) Develop and implement specific disaster risk management and emergency response plans as provided in Appendix 6 related to the school sites in liaison with the ACPC and VCPC.

#### 4.4.4.7 Increased risk of soil erosion

The removal of trees and ground cover will expose the soil. In addition, top soil stripping on the site may result into increased surface runoff. This potential increase in runoff coupled with excavations of the foundation could enhance erosion. which could cause silting of the natural drainage channel. This in turn could adversely affect the hydrological properties of the area and receiving streams, and could lead to flooding

##### Mitigation measures:

- a) Ensure vegetation clearing is confined to areas directly affected by the construction;
- b) Ensure construction of proper drainage system where necessary;
- c) Ensure selective cutting of trees and other vegetation, and;

- d) Ensure replacement of trees and vegetation lost on site and other affected areas.

#### 4.4.4.8 Occurrence of borrow pits and pools of stagnant waters

The construction works will involve excavation on the site which in some cases will result in the creation of some borrow pits in which water may fill in.

##### Mitigation measures:

- a) Ensure rehabilitation of borrow pits within the project site to prevent pools of water.

#### 4.4.4.9 Generation of rubble and heaps of excavated soils

The construction works will generate rubble and heaps of excavated soils.

##### Mitigation measure:

- a) Dispose of rubble and excavated soil properly in a specially designated area for future use.

#### 4.4.4.10 Land degradation resulting from sand mining

Sand mining presents negative environmental impacts as it can cause riverbank collapse, deepening of river beds, sinking deltas, coastal erosion as well as biodiversity loss. This impacts the aquatic habitat, water quality, and key aquatic species and their food availability.

##### Mitigation measures:

- a) Obtain permit on sand mining from the Environmental District Office;
- b) Ensure sand from the riverbed is not extracted in long continuous stretches;
- c) Ensure there is no collection of large quantities of sand from any single location resulting in a depression on unsafe riverbed or land condition;
- d) Ensure there is no excavation of deeper than three metres at any single location, and;
- e) Maintain records of all sand extraction (quantities, locations, timing, etc.) for monitoring.

### **4.4.5 Identified Negative Impacts during Operation and Maintenance Phase**

#### 4.4.5.1 Increased risk of theft and vandalism due to increased size of infrastructure

There would be cases of theft and vandalism on the school by some learners and community members. Vandalism and theft may lead to loss of significant school equipment and facilities that may result in non-operation of the equipment and facilities. Vandalism and theft would also have an impact on the maintenance cost of the school infrastructure.

##### Mitigation measures:

- a) Ensure provision of security of the school by the school management;
- b) Establish/involve community policing;
- c) Strengthen school rules and regulations, and;
- d) Sensitise learners, local leaders, the community and workers against theft of materials and vandalism of the classroom blocks.

#### **4.6. Description and site specific impacts for construction of female teachers' houses**

##### **4.6.1. Matanda primary school**

The school is in Dowa East which is relatively hilly. The site for the construction of the house has a relatively steep slopping land. The construction site for the house has no tree or vegetation and the soils on the site are sandy loam. In addition to this the site is 30 meter away from the nearest classroom block and 10 meters away from the nearest staff house.

###### **4.6.1.1. Soil erosion**

###### **Mitigation measures**

- i. Plant more trees around the school to control soil erosion
- ii. Ensure that landscaping is done after house construction

###### **4.6.1.2. Noise pollution**

- i. Construction should be done during weekends to avoid noise
- ii. sensitise workers to minimise noise during construction

##### **4.6.2. Kasumba school**

Kasumba school is in Dowa East which is relatively hilly. The school has some artificial trees (mostly acacia). However, the site selected for the construction of the house has no vegetation or trees. In addition, the construction site has a gentle slopping land. But also the construction site has a rocky and gravel soils. The site is about 50 meters away from the nearest classroom block and about 10 meters away from the nearest staff house.

###### **4.6.2.1. Soil erosion**

###### **Mitigation measures**

- i. Trees should be planted around the school to control soil erosion and to provide shade
- ii. conduct landscaping is done after house is constructed

###### **4.6.2.2. Noise pollution**

- i) Construction should be done during weekends to avoid noise
- ii) sensitise workers to minimise noise during construction
- i. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated

##### **4.6.3. Chimwavi school**

The school is found in the hilly areas of Dowa East. The school is situated on a rough terrain with a relatively steep slopping land. The construction site that was selected for the teachers' house has a gentle slope with gravel soils. The school does not have many trees. The site selected for the construction of the house at the school is bare land with no trees

or vegetation. The proposed site is about 40 meters away from the nearest classroom block and it is next to other teachers' houses.

#### **4.6.3.1. Soil erosion**

##### **Mitigation measures**

- i. Trees should be planted around the school to control soil erosion and to provide shade
- ii. conduct landscaping is done after house is constructed

#### **4.6.3.2. Noise pollution**

- i. Construction should be done during weekends to avoid noise
- ii. sensitise workers to minimise noise during construction

#### **4.6.4. Chiwindo school**

The school is located about 15 km from the main road. The terrain at the school is rocky with relatively steep slopes. Few trees are found at the school. The site selected for construction has scorched crop residues with no trees because it was used for small scale farming. Besides the site selected for construction of the house has relatively steep slope with rocky soils. The site is also located 60 meters from the nearest classroom block and it is next to other teachers' houses.

#### **4.6.4.1. Noise pollution**

##### **Mitigation measures**

- i. Sensitize workers to minimise noise during construction and where possible work during weekends
- ii. Conduct landscaping is done after house is constructed

#### **4.6.4.2. Soil erosion**

##### **Mitigation measures**

- i. Construction should be done during weekends to avoid noise
- ii. Sensitise workers to minimise noise during construction

#### **4.6.5. Nagogoda primary**

The school is located in Salima district. The proposed site has no trees with a steep slope with small galleries. The site is sitting on idle land. The site is 40 meters away from the nearest classroom and 20 meters from other teachers' houses.

#### **4.6.5.1. Noise pollution**

##### **Mitigation measures**

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated

- iv. The construction works that involve noise to be done off learning and teaching hours or weekends

#### **4.6.5.2. Soil erosion**

##### **Mitigation measures**

- i. Backfill the foundations
- ii. Put the excavated soil away from the water drainages
- iii. Landscaping and exterior finishes including planting of clipping grass
- iv. Creating a woodlot within the school premises

#### **4.6.6. Dumirabay primary school**

The school is located about one kilometre away from the lake (Malawi) in Salima District. The specific site for house construction has no trees. The site has a gentle sloping land with sandy loam. The site is 50 meters away from the nearest classroom block and 10 meters away from the nearest staff house and it is also 50 meters away from the school football ground.

##### **4.6.6.1. Noise pollution**

##### **Mitigation measures**

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. The construction works that involve noise to be done off learning and teaching hours or weekends

#### **4.6.7. Dzanika primary school**

The school is located in Nkhotakota district. The proposed site has no trees, 40 meters from the school football ground, 20 meters from the nearest classroom blocks, and 10 meters from other teachers' houses. The site sits on idle land.

##### **4.6.7.1. Noise pollution**

##### **Mitigation measures**

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. The construction works that involve noise to be done off learning and teaching hours or weekends

#### **4.6.7.2. Accidents due to close proximity to the sports ground**

##### **Mitigation**

- i. Engage the school management to suspend all the major sporting activities at the ground during the construction period
- ii. All sporting activities to be done during days when there is no construction works at the site
- iii. Suspending the construction works when major sporting activities are being hosted at the pitch

#### **4.6.8. Mtambwadzi primary school**

The school is located in Nkhotakota district. The proposed site for the construction has no trees and but grass. It is 40 meters away from the nearest classroom block, 20 meters from other teachers' houses.

##### **4.6.8.1. Noise pollution**

##### **Mitigation measures**

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. The construction works that involve noise to be done off learning and teaching hours or weekends

##### **4.6.8.2. loss of vegetative cover**

- i. Creating woodlots within the school premises
- ii. Landscaping and planting of clipping grass

#### **4.6.9. Kasakala primary school**

The school is located in Ntchisi district. The proposed site for the construction works has no trees but the land is used for gardening by one of the teachers. The site is 10 meters from an earth road, 20 meters from nearest classroom block and 10 meters from other teachers' houses.

##### **4.6.9.1. loss of crops**

##### **Mitigation measures**

- i. Inform the teacher gardening at the site about the construction works
- ii. Construction works should only start after harvesting

##### **4.6.9.2. Noise pollution**

##### **Mitigation measures**

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);

- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. The construction works that involve noise to be done off learning and teaching hours or weekends

#### **4.6.9.3. Accidents due to close proximity to the earth road**

##### **Mitigation measures**

- i. Inform all the construction workers on the safety measures to prevent accidents involving the road users
- ii. Put in place signage to notify road users of the construction works
- iii. Put in place a signage on the speed limit to 20 km/hr for road users as they approach the construction site.

#### **4.6.10. Munye primary school**

The school is located in Kasungu district. The proposed site sits on bare land with no trees and any vegetative cover. The site is approximately 50 meters from the nearest classroom block, 40 meters from the nearest other teachers' house.

##### **4.6.10.1. Noise pollution**

##### **Mitigation measures**

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. The construction works that involve noise to be done off learning and teaching hours or weekends

#### **4.6.11. Kaziwa primary school**

The school is located in Kasungu district. The proposed site sits on a land used for gardening by one of the teachers. The site is approximately 50 meters from the nearest classroom block, 30 meters from the nearest other teachers' house and 50 meters away from the school football ground

##### **4.6.11.1. Loss of crops**

##### **Mitigation measures**

- i. Inform the teacher gardening at the site about the construction works
- ii. Construction works should only start after harvesting

##### **4.6.11.2. Noise pollution**

##### **Mitigation measures**

- i. Inform staff of the anticipated noisy construction activities before commencement;

- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. The construction works that involve noise to be done off learning and teaching hours or weekends

#### **4.6.11.3. Accidents due to proximity to the football ground.**

##### **Mitigation measures**

- i. Inform all the construction workers on the safety measures to prevent accidents involving the road users
- ii. Put in place signage to notify road users of the construction works
- iii. Put in place a signage on the speed limit to 20 km/hr for road users as they approach the construction site.

#### **4.6.12. Longwe primary school**

The school is located in Kasungu district. The proposed site sits on bare land with no trees and any vegetative cover. The site is approximately 40 meters from the nearest classroom block, 30 meters from the nearest other teachers' house.

##### **4.6.12.1. Noise pollution**

##### **Mitigation measures**

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. The construction works that involve noise to be done off learning and teaching hours or weekends

#### **4.6.13. Mdekanjiwa primary school**

The school is located in Kasungu district. The proposed site sits on a land used for gardening by one of the teachers. The site is approximately 50 meters from the nearest classroom block, 30 meters from the nearest other teachers' house and 50 meters away from the school football ground

#### **4.6.14. Loss of crops**

##### **Mitigation measures**

- i. Inform the teacher gardening at the site about the construction works
- Construction works should only start after harvesting.



#### **4.6.14.1. Noise pollution**

##### **Mitigation measures**

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. The construction works that involve noise to be done off learning and teaching hours or weekends
- v.

#### **4.6.15. Chasefu primary school**

The school is located in Kasungu district. The proposed site sits on bare land with no trees and any vegetative cover. The site is approximately 50 meters from the nearest classroom block, 40 meters from the nearest other teachers' house.

#### **4.6.15.1. Noise pollution**

##### **Mitigation measures**

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. The construction works that involve noise to be done off learning and teaching hours or weekends

#### **4.6.15. Chitchinda Primary School**

The school is located in Kasungu district. The proposed site sits on bare land with no trees and any vegetative cover. The site is approximately 50 meters from the nearest classroom block, 20 meters from the nearest other teachers' house.

#### **4.6.15.1. Noise pollution**

##### **Mitigation measures**

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. The construction works that involve noise to be done off learning and teaching hours or weekends

#### **4.6.16. Dwankhwali primary school**

The school is located in Kasungu district. The proposed site sits on a land used for gardening by one of the teachers. The site is approximately 50 meters from the nearest classroom block, 30 meters from the nearest other teachers' house and 50 meters away from the school football ground

##### **4.6.16.1. Loss of crops**

###### **Mitigation measures**

- i. Inform the teacher gardening at the site about the construction works
- ii. Construction works should only start after harvesting

##### **4.6.16.2. Noise pollution**

###### **Mitigation measures**

- i. Inform staff of the anticipated noisy construction activities before commencement;
- ii. Ensure that noise level does not exceed 55 dB (A) and keeping noise level for workers below 80 dB (A);
- iii. Notify school management, at least 24 hours in advance if particularly noisy activities are anticipated
- iv. The construction works that involve noise to be done off learning and teaching hours or weekends

##### **4.6.16.3. Accidents due to proximity to the football ground.**

###### **Mitigation measures**

- i. Inform all the construction workers on the safety measures to prevent accidents involving the road users
- ii. Put in place signage to notify road users of the construction works
- iii. Put in place a signage on the speed limit to 20 km/hr for road users as they approach the construction site.

#### ***4.5 Overall Project Risk Rating for Construction of Classroom and Sanitation Blocks in CEED***

Taking into considering the potential environmental and social impacts and their mitigation measures, the overall risk rating of the project is moderate. In addition, taking into consideration that the construction of the classroom and sanitation blocks is within existing schools, therefore the risks to biodiversity, important habitats and areas with high conservation values are minimal. These risks and impacts, in general, are envisaged to be site specific and can be addressed through well-known and appropriate mitigation and management measures that are outlined in this ESMP. Furthermore, the potential risks relating to the safety of learners and teachers from unsafe structures are addressed through construction design and construction supervision. All this confirms that the project risk rating is moderate.

**Table 0-3: Environmental and Social Management and Monitoring Plan (ESMMP)**

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
1.0	Positive Social Impacts during Construction Phase									
1.1	Creation of local employment opportunities and capacity building	Provide clear communication/adverts to the communities about the available employment opportunities targeted to men, women, members of the vulnerable group and the youth;	Number of communication messages/adverts	3	Copies of the messages/adverts and employment records	Artisans; SMC; PFT	DESC; PFT; MoE-DEM	Before commencement of construction works	Venue hiring; Daily Subsistence Allowances (DSAs); Transport reimbursement; Fuel; Training materials; Stationery	1,500,000.00
		Match responsibilities of the employed women, members of the vulnerable group and the youth to their abilities;	Percentage of women, members of the vulnerable group and the youth employed whose responsibilities are matched with their abilities	100%	Employment records					
		Orient the selected artisans immediately after recruiting them and identify potential constraints and challenges that they may face and help to resolve them;	Percentage of artisans oriented	100%	Review training reports					
		Provide equal employment	Percentage of women in workforce	40%	Review employment					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
		opportunity to both men and women;			records; Head-counts					
		Ensure wages are above the minimum wage and paid on time.	Percentage of wages above the minimum wage paid	100%	Payment records					
1.2	Increase in business opportunities	Ensure potential supplies and building materials such as cement, cement blocks, quarry stones, iron sheets, paint and soft wood timber are provided by Malawian traders licensed by appropriate authorities and registered by MRA.	Percentage of Malawian traders supplying building materials	100%	Review procurement receipts	Artisans; SMC	PFT	Construction Phase	Stationery; DSAs; Fuel	200,000.00
1.3	Improved household income especially for those working at the construction sites	Ensure people from the local communities are employed and provided with wages above the minimum wage.	Percentage of people from the communities employed and provided with wages above the minimum wage.	100%	Review employment records; Head-counts, Payment records	Artisans; SMC	PFT	Construction Phase	Stationery; DSAs; Fuel	200,000.00
1.4	Source of Government Revenue	Ensure remittance of various taxes by the artisans, suppliers and traders.	Percentage of artisans, suppliers and traders registered with MRA and remitting taxes	100%	MRA Tax Certificates, Tax remittance receipts, Availability of Functional	Artisans; SMC	PFT	Construction Phase	Stationery; DSAs; Fuel	200,000.00

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
					MRA Point of Sell machines					
1.5	Improved community ownership of the project	Ensure proper community sensitization of the project through the local leaders and structures, as well as engagement and involvement in the project by following the stakeholder's engagement plan for the program.	Number of sensitization and engagement meetings with local leaders, structures and communities during the construction period	2	Review sensitization and engagement meeting reports	PFT; SMC	MoE - DEM	Construction Phase	Venue hiring; Stationery; Fuel; DSAs; IEC materials	600,000.00
<b>2.0</b>	<b><i>Positive Social Impacts during Operation and Maintenance Phases</i></b>									
2.1	Reduced learner-classroom ratio through the new classroom blocks	Construct the classroom blocks according to design and standards;	Percentage of classroom blocks constructed according to design and standards	100%	Construction inspection reports	SMC; Artisans	PFT; MoE - DEM	Operation and Maintenance Phases	Venue hiring; Stationery; Fuel; DSAs; IEC materials	1,500,000.00
		Sensitise learners and the community against vandalism of the classroom blocks;	Number of sensitisation meetings per year	2	Review sensitisation reports					
		Regularly carry out maintenance works to maintain good classrooms standards.	Number of maintenances per year	1	Maintenance reports					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
2.2	Increase in number of learners enrolled	Construct the classroom blocks according to design and standards;	Percentage of classroom blocks constructed according to design and standards	100%	Construction inspection reports	SMC; Artisans	PFT; MoE - DEM	Operation and Maintenance Phases	Stationery; Fuel; DSAs	300,000.00
		Regularly carry out maintenance works to maintain good classrooms standards.	Number of maintenances per year	1	Maintenance reports					
2.3	Restoration of vegetative cover	Ensure replanting of trees and grass around the blocks;	Percentage of space around the blocks requiring replanting of trees and grass replanted	100%	Visual Inspection reports	SMC	PFT; MoE - DEM	Operation Phase	Seedlings, Fuel; DSAs	300,000.00
		Ensure proper landscaping around the blocks.	Percentage of space requiring landscaping around the blocks landscaped	100%	Visual Inspection reports					
2.4	Improved sanitation and reduced learner-latrline ratio	Sensitise staff and learners to appropriately use the sanitation facilities;	Number of sensitisation meetings per year	3	Review sensitisation reports	SMC	PFT; MoE - DEM	Operation and Maintenance Phases	Venue hiring; Stationery; Fuel; DSAs; IEC materials	500,000.00
		Ensure that the sanitation facilities are kept clean at all times;	Number of times the sanitation facilities are cleaned per day	2	Visual Inspection reports; cleaning schedule					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
		Sensitise learners and the community against vandalism, and;	Number of sensitisation meetings per year	3	Review sensitisation reports					
		Regularly carry out maintenance works on sanitation facilities.	Number of maintenances per year	3	Maintenance reports					
2.5	Improvement of scenery of the school premises	Construct the classroom blocks according to design and standards;	Percentage of classroom blocks constructed according to design and standards	100%	Construction inspection reports	SMC; Artisan	PFT; MoE - DEM	Operation and Maintenance Phases	Venue hiring; Stationery; Fuel; DSAs, IEC materials	400,000.00
		Ensure proper landscaping of the around the classroom blocks;	Percentage of space requiring landscaping around the blocks landscaped	100%	Visual inspection					
		Sensitise learners and the community against vandalism of the classroom blocks, and;	Number of sensitisation meetings per year	3	Review sensitisation reports					
		Regularly carry out maintenance works to maintain good classrooms standards.	Number of maintenances per year	3	Maintenance reports					
2.6	Improved community ownership of the project	Ensure proper community sensitization of the project through the local leaders and	Number of sensitization and engagement meetings with local leaders,	3	Review sensitization and engagement	PFT; SMC	MoE - DEM	Operation and Maintenance Phases	Venue hiring; Stationery; Fuel;	600,000.00

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
		structures, as well as engagement and involvement in the project by following the stakeholder's engagement plan for the program.	structures and communities in a year		meeting reports				DSAs, IEC materials	
<b>3</b>	<b><i>Generic negative social impacts during construction phase</i></b>									
3.1	Disruption on provision of education services at the project schools	Prohibit use of classrooms and any other school buildings for storage of material or any other use by the artisans and construct a temporary storage room at site;	Availability of storage room that is not a classroom/Number of temporary storage room constructed	1	Visual inspection	Artisan; SMC	PFT; MoE-DEM	Construction Phase	Building materials; Rentals; Venue hiring; Fuel; DSAs; Stationery; IEC materials	1,500,000.00
		Avoid noisy construction activities during classes or at night, and;	Number of noise related complaints raised	0	Interview learners; Review complaints records					
		Conduct one sensitisation meeting before project commencement and another midway with artisans on CoC (presented in Appendix 9) on school premises.	Number of sensitization meetings conducted	2	Review Sensitisation meeting reports					



SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
3.2	Increased incidences of child labour	Employ only adults with a minimum age of eighteen (18) years;	Number of incidences of employing children	0	Employment contracts	Artisan; SMC	PFT; District Labour Office	Onset of and during Construction Phase	Venue hiring; Stationery, Fuel, Training materials, DSA; IEC materials; Placards, Grievance database	1000,000.00
		Conduct sensitisation meetings with and their workers, local chiefs/leaders, school administration, learners and the community on prohibition of any forms of child labour;	Number of sensitization meetings conducted	2	Review sensitisation meeting reports					
		Strategically, erect signages, which are three metres high, with prevention of child labour messages at construction sites; and	Number of signages erected	3	Physical count of signages/Visual inspection					
		Put in place a GRMC to receive and address child labour complaints.	GRMC in place	1	Review meeting minutes; composition of the committee					
3.3	Increased risks of learners to SEA, defilement, child marriages, early and	Develop an induction program including a CoC (Appendix 9) for all workers which will be signed prior to starting their work.	Number of induction programs developed	1	Induction program document	Artisan; SMC	DESC; PFT, MoE-DEM	Onset of and during Construction Phase	Venue hiring; Stationery; fuel; Training materials;	5,500,000.00

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
	unwanted pregnancies	Ensure a copy of the CoC is presented to all artisans and their workers and signed by each of them;	Percentage of artisans and their workers presented with a copy of the CoC	100%	Signed records				IEC materials; DSAs; Posters; Placards; Printed CoC, Grievance database	
		Develop a child safety management plan as described in Appendix 10;	Child safety management plan developed	1	Child safety management plan document					
		Develop and implement a GBV/SEA Action;	GBV/SEA Action developed and implemented	1	GBV/SEA Action document					
		Coordinating with the District Office of Gender, Children, and Social Welfare and the Police Department to carry out sexual harassment or SEA awareness campaigns around the sites, and;	Number of SEA awareness campaigns	3	SEA awareness campaigns reports					
		Ensure availability of an effective GRM as stipulated in Appendix 5.	GRM in place	1	GRM document					
3.4	Increased cases of gender-based violence (GBV)	Sensitize communities on GBV risks related to the program during stakeholders' engagement prior to	Number of sensitization meetings conducted	1	Review sensitization meeting reports	Artisan; SMC	DESC; PFT	Onset of and during Construction Phase	Stationery; Fuel; Training materials; IEC	1,200,000.00

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
		implementation of program activities;							materials; DSAs; Posters; Placards; Printed CoC; Grievance database	
		Develop and institute an effective GRM and sensitize the community on the same before implementation of program activities;	GRM developed and instituted	1	GRM document					
		Define GBV requirements and expectations in contractual documents;	Percentage of GBV requirements and expectations in contracts	100%	Contractual documents with GBV requirements and expectations					
		Ensure that CoCs are signed and understood by all workers;	Percentage of CoCs signed	100%	Signed CoC documents					
		Include a GBV Management and Response Plan (Appendix 8) in the artisan ESMP and should be evaluated prior to program activities implementation;	GBV Management and Response Plan in place	1	GBV Management and Response Plan document					
		Provide separate sanitation facilities for men and women, and;	Number of separate sanitation facilities for men	2	Visual inspection					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
			and women constructed							
		Provide appropriate signage on GBV in local language.	Number of signage on GBV in local language per site	2	Visual inspection					
3.5	Increased risk of construction related accidents for learners and staff.	Conduct monthly road safety awareness campaigns with learners and staff;	Number of safety awareness campaigns conducted in a month	1	Review sensitisation report	Artisan; SMC	DESC; PFT	Construction Phase	Training materials; IEC materials; DSAs; Fuel; Signage; Reflective warning tapes; First aid kits; Stationery	5,500,000.00
		Demarcate and screen off construction sites with iron sheets;	Percentage of area demarcated and screened off	100%	Visual inspection					
		Ensure availability of first aid kits and training to administer first aid;	Number of first aid kits per site	1	First aid kits box					
		Hire transporters whose vehicle have valid CoF and drivers with the appropriate driving licence category, and;	Percentage of vehicles with valid CoF and drivers with appropriate driving licence category	100%	CoF documents and Driving licence documents					
		Ensure construction vehicles observe 20 km/hour speed limit on school campus.	Percentage of vehicles observing 20 km/hour speed limit	100%	Visual inspection					
3.6	Increased OHS risks to workers	Ensure availability of first aid kits and	Number of first aid kits available	1	First aid kits box	Artisan	DESC; PFT; SMC	Construction Phase	Training materials;	6,350,000.00

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
	during construction	training to administer first aid;							IEC materials; DSAs; Fuel; Signage; Reflective warning tapes; First aid kits; Full Bodied PPE Kits; Reflective warning tapes; Emergency handling equipment; Stationery	
		Ensure the artisans conduct daily OHS talks to their workers;	Number of daily OHS talks	1	Visual inspection					
		Provide PPE to the workers and enforce its use;	Percentage of workers with appropriate PPE	100%	Visual inspection					
		Train workers regularly on OHS risks prevention;	Percentage of workers trained on OHS risks prevention	100%	Training reports					
		Put appropriate warning signs in areas with high risk of safety, and;	Number of appropriate warning signs in areas with high risk of safety	2	Visual inspection					
		Facilitate the formation of OHS Welfare Committee at each construction site.	OHS Welfare Committee in place	1	Committee meeting records					
3.7	Increased risk to STIs, and HIV and AIDS to the learners and to the workers due to interaction between the learners and the workers and also among the workers	Conduct quarterly sensitisation meetings for learners and workers on HIV and AIDS prevention;	Percentage of workers and learners sensitised	100%	Review sensitisation meeting reports	Artisan; SMC	DESC; PFT	Construction Phase	Venue hiring; Training materials; IEC materials; DSAs; Fuel; Stationery	5,700,000.00
		Distribute IEC materials on STIs, HIV and AIDS for free to all workers and learners;	Percentage of workers provided with IEC materials on STIs, HIV and AIDS	100%	IEC materials					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
		Provide free male and female condoms to all workers, and;	Percentage of workers provided with condoms	100%	Records					
		Place posters at strategic places on raising awareness of STIs including HIV and AIDS.	Number of posters placed on site	6	Visual inspection					
3.8	Increased risk of spread of communicable diseases, including Cholera and COVID-19 amongst teachers, learners and construction workers	Follow and enforce Cholera prevention and management measures as well as COVID-19 prevention, containment and management rules and guideline (Appendix 11) as provided by MoH from time to time;	Percentage of teachers, learners and construction workers adhering to Cholera prevention and management measures as well as COVID-19 prevention, containment and management rules and guidelines	100%	Visual inspection	Artisan; SMC	DESC; PFT	Construction Phase	Masks; Soap with hand washing buckets; Hand sanitizer; Training materials; IEC materials; DSAs; Fuel; Stationery	6,800,000.00
		Sensitize teachers, learners, communities and workers on the dangers of communicable diseases such as	Number of sensitization meetings per month	1	Review Sensitization meeting records					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
		Cholera and COVID-19;								
		Distribute IEC materials on communicable diseases such as Cholera and COVID-19;	Percentage of teachers, learners, communities and workers provided with IEC materials	100%	IEC materials					
		Encourage teachers, learners and construction workers to get COVID-19 vaccination;	Percentage of teachers, learners, communities and workers vaccinated	Over 50%	Vaccination certificates					
		Train the workers on screening of every member visiting the work site, and;	Percentage of workers trained	100%	Training records					
		Provide adequate COVID-19 PPE to teachers, learners and construction workers.	Percentage of teachers, learners and construction workers provided with PPE	100%	PPE					
3.9	Increased conflicts of water use among the school, artisans	Develop a water usage plan for the school, artisan and communities;	Water usage plans in place	1	Water usage plans document	Artisan; SMC	DESC; PFT	Construction Phase	Water storage tanks; Construction material and	2,300,000.00
		Identify and utilise other sources of water	Number of other sources of water	1	Visual inspection					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
	and communities	for construction by the artisans;	for construction identified						associated costs; Stationery; DSAs; Fuel;	
		Store 5000 litres of water for construction per day in tanks filled during times when water demand is low (e.g. at night) for use during peak hours of the day, and;	Number of litres stored	5000 litres	Visual inspection					
		Facilitate formation of GRMC and usage of GRM in conflict resolution as stipulated in Appendix 5.	Number of GRMC formed	1	GRMC meeting reports and records					
3.1	Increased incidences of open defecation	Ensure provision of adequate toilets such as make-shift toilets to workers (separate for males and females), and;	Number of toilets provided to workers	2 (1 for males and 1 for females)	Visual inspection	Artisan	SMC; PFT; DESC	Construction Phase	Venue hiring; Training materials; IEC materials; DSAs; Fuel; Stationery	5,600,000.00
0		Sensitize the workers on the public health risks of open defecation.	Number of sensitization meetings per month	1	Review sensitisation meeting reports					



SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
3.1 1	Artisan's non-compliance with labour laws and regulations	Artisans should sign a CoC (Appendix 9) before commencement of construction works, which contains among other issues, labour related laws and regulations, and;	Signed CoC	1	Signed CoC document	Artisan; SMC	DESC; PFT; District Labour Office	Construction Phase	Venue hiring; Training materials; IEC materials; DSAs; Fuel; Stationery	2,600,000.00
		Sensitize workers on labour related issues and regulations to ensure that the artisan is compliant.	Number of sensitization meeting per month	1	Sensitization meeting reports					
3.1 2	Increased risk of theft and vandalism	Ensure provision of security of the site by the artisans and school management;	Number of security guards provided	1	Employment contract document	Artisan; SMC	DESC; PFT	Construction Phase	Venue hiring; Training materials; IEC materials; DSAs; Fuel; Stationery	1,600,000.00
		Establish/involve community policing;	Number of agreements with communities on community policing	1	Agreement records					
		Strengthen school rules and regulations;	Percentage of learners adhering to school rules and regulations	100%	School rules and regulations documents					
		Sensitise learners, local leaders, the community and workers against theft of materials and	Number of sensitization meeting per month	1	Sensitization meeting reports					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
		vandalism of the classroom blocks, and;								
		Ensure timely payment of wages to workers;	Percentage of workers paid on time	100%	Wage bill records					
<b>4.0</b>	<b><i>Generic negative environmental impacts during construction phase</i></b>									
4.1	Increased generation of particulate matter (especially dust)	Provide workers with appropriate PPE;	Percentage of workers provided with appropriate PPE	100%	Visual inspection	Artisan	DESC; PFT; SMC	Construction Phase	Speed limit sign posts; Training materials; Ear plugs & sound barriers; Vehicle maintenance schedule; Fencing materials; PPE; IEC materials; DSAs; Fuel; Stationery	1,600,000.00
		Cover all transported materials with tarpaulins to prevent fugitive dust;	Percentage of transported materials covered with tarpaulin	100%	Visual inspection					
		Restrict the removal of vegetation at construction site;	Percentage of vegetation not removed	100%	Visual inspection					
		Use dust-suppressing water spray during civil works and earth movement as required, and;	Number of times dust-suppressing water spray used in a day	1	Visual inspection					
		Ensure vehicles to observe 20 km/hr. speed limit within school campus and designated speed limits on other community roads.	Percentage of vehicles observing 20 km/hour speed limit	100%	Visual inspection					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
4.2	Noise pollution	Sensitize workers on the need to reduce noise levels on site;	Percentage of workers reducing noise levels on site	100%	Visual inspection	Artisan	DESC; PFT; SMC	Construction Phase	Speed limit sign posts; PPE for noise protection; Stationery; IEC materials; DSAs; Fuel	1,500,000.00
		Ensure vehicles have proper maintenance and checked regularly in order to avoid noise;	Percentage of vehicles properly maintained and checked regularly	100%	Maintenance records					
		Notify school management, nearby residents and businesses at least twenty-four hours in advance if particularly noisy activities are anticipated;	Percentage of notifications	100%	Visual inspection					
		Rescheduling of noisy activities to be done during weekends and other off-peak hours;	Percentage of noisy activities rescheduled	100%	Visual inspection					
		Ensure that noise levels at the construction sites do not exceed 55 dBA, and;	Number of noise complaints	Zero (0) noise complaints	Interview learners and staff; Review complaints record					
		Provide and ensure the use of recommended PPE.	Percentage of workers using recommended PPE	100%	Visual inspection					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
4.3	Generation of solid wastes, spills and effluent.	Implement sorting, reusing and recycling of solid wastes.	Percentage of solid wastes recycled	100%	Visual inspection	Artisan	DESC; PFT; SMC	Construction Phase	Colour coded Bins; Transport; Training materials; Allowances ; Labels; Spill kits & drip; DSAs; Fuel; Stationery	1,600,000.00
		Ensure no littering at the project site and provide adequate on-site waste receptors such as colour coded bins or skips for temporary waste storage. Use of rubbish pits should be discouraged;	Number of on-site waste receptors per site	3	Visual inspection					
		Arrange with the District Council to identify a suitable site or sites (new or existing) for waste disposal at different project sites, if possible, within 5 km radius;	Number of waste disposal site identified	1	Visual inspection					
		Obtain permits to handle, store, transport, and dispose of hazardous waste from MEPA in advance of construction;	Number of permits obtained	3	Copies of permits					
		Segregate and clearly label hazardous waste and store in suitable	Percentage of hazardous waste	100%	Visual inspection					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
		drums or containers in secure facilities that have a banded impermeable layer;	segregated and stored							
		Ensure good housekeeping and sanitation practices are promoted at each site, and;	Percentage of the site being clean	100%	Visual inspection					
		Provide spill-control kit and materials (e.g. oil binding agents, sand, shovels, etc.) to drivers and workers, to clean up spills, if necessary.	Percentages of drivers and workers provided with spill-control kit and materials	100%	Records					
4.4	Water Pollution	Ensure provision of workers' pit latrine on site, and;	Number of toilets provided to workers	2 (1 for males and 1 for females)	Visual inspection	Artisan	DESC; PFT; SMC	Construction Phase	Transport; Allowances; Labels; Spill kits & drip; DSAs; Fuel; Stationery	2,300,000.00
		Ensure safe dispose of liquid and solid wastes.	Number of on-site waste receptors per site	3	Visual inspection					
4.5	Loss of trees and other ground cover.	Ensure vegetation clearing is confined to areas directly affected by the construction, and;	Percentage of cleared vegetation confined to the worksite	100%	Visual inspection	Artisan	DESC; PFT; SMC	Construction Phase	Tree seedlings; Allowances, Stationery;	3,000,000.00

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
		Ensure replacement of trees and vegetation lost on site and other affected areas	Percentage of trees and vegetation replaced on site and other	100%	Visual inspection				DSAs; Fuel; Stationery	
4.6	Risk of natural disasters such flash floods, landslides, storms and earthquakes	Ensure site selection of the proposed classrooms should be done in consultation with SMC and approved by the District Council who screened the sites;	Percentage of classrooms selected	100%	Visual inspection; Monthly progress reports	Artisan; SMC; ACPC; VCPC.	DESC; DCPC; PFT	Construction Phase	Building equipment and material to improve water drainage; DSAs; Fuel; Stationery	1,600,000.00
		Ensure during construction that classrooms are raised at least 60cm higher, and;	Percentage of classrooms raised	100%	Visual inspection; Monthly progress reports					
		Ensure inclusion of drainage structures that collect and direct water from the classroom block to existing drainage system or other natural water ways;	Percentage of drainage structures constructed	100%	Visual inspection					
		Ensure the classrooms and sanitation blocks are sited where natural wind blockades such as trees are present, and;	Percentage of classrooms and sanitation blocks sited where natural wind	100%	Visual inspection					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
			blockades are present							
		Develop and implement specific disaster risk management and emergency response plan (Appendix 6) related to the school sites in liaison with the ACPC and VCPC.	Number of specific disaster risk management and emergency response plan document related to the school sites	1	Document on specific disaster risk management measures					
4.7	Increased risk of soil erosion	Ensure vegetation clearing is confined to areas directly affected by the construction;	Percentage of cleared vegetation confined to the worksite	100%	Visual inspection	Artisan;	DESC; PFT; SMC	Construction Phase	Tree seedlings; DSAs; Fuel; Stationery	500,000.00
		Ensure construction of proper drainage system where necessary;	Percentage of proper drainage system constructed	100%	Visual inspection					
		Ensure selective cutting of trees and other vegetation, and;	Number of trees selected	Not more than 5	Visual inspection					
		Ensure replacement of trees and vegetation lost on site and other affected areas.	Percentage of affected areas planted with grass and trees	100%	Visual inspection					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
4.8	Occurrence of borrow pits and pools of stagnant waters	Ensure rehabilitation of borrow pits within the project site to prevent pools of water.	Percentage of borrow pits rehabilitated within the project site	100%	Visual inspection	Artisan	SMC; PFT	Construction Phase	Materials for construction; DSAs; Fuel; Stationery	200,000.00
4.9	Generation of rubble and heaps of excavated soils	Dispose of rubble and excavated soil properly in a specially designated area for future use.	Percentage of rubble and excavated soil properly disposed in a specially designated area for future use	100%	Visual inspection	Artisan	SMC; PFT	Construction Phase	Materials for construction; Allowances; Stationery; Fuel	200,000.00
4.10	Land degradation resulting from sand mining.	Obtain permit on sand mining from the Environmental District Office;	Number of permits obtained	1	Copy of permit	Artisan	DESC; PFT; SMC	Construction Phase	Materials for construction of drainage; Silt traps & basins and energy dissipaters; DSAs; Fuel; Stationery	600,000.00
		Ensure sand from the riverbed is not extracted in long continuous stretches	Percentage of riverbed not extracted in long continuous stretches	100%	Visual inspection					
		Ensure no collection of large quantities of sand from any single location resulting in a depression on unsafe riverbed or land condition;	Number of large quantities of sand collected from any single location	0	Visual inspection					



SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
		Ensure there is no excavation of deeper than three metres at any single location, and;	Depth in meters of the excavation	Not more than 3	Visual inspection					
		Maintain records of all sand extraction (quantities, locations, timing, etc.) for monitoring	Percentage of records maintained	100%	Record documents					
5.0	Generic negative impacts during operation and maintenance phase									
5.1	Increased risk of theft and vandalism due to increased size of infrastructure	Ensure provision of security of the school by the school management;	Number of security guards provided	1	Employment contract document	SMC	PFT; MoE-DEM	Operation and Maintenance Phase	Venue hiring; IEC materials; Training materials; DSAs; Fuel; Stationery	1,600,000.00
		Establish/involve community policing;	Agreement with communities on community policing	1	Agreement records					
		Strengthen school rules and regulations, and;	Percentage of learners adhering to school rules and regulations	100%	School rules and regulations documents					
		Sensitise learners, local leaders, the community and workers against theft of materials and vandalism of the classroom blocks.	Number of sensitization meeting per year	3	Sensitization meeting reports					

SN	Environmental & Social Impacts	Recommended enhancement / mitigation	Performance Indicator	Target	Means of Verification	Responsibility		Time Frame	Required Inputs	Estimated Cost in Malawi Kwacha (MK)
						Mitigation	Monitoring			
	TOTAL PER DISTRICT									58,150,000,000
	TOTAL ESMMP BUDGET									290,750,000.00

## ***Chapter 5: Implementation Arrangements and Capacity Building***

This chapter explains the implementation and monitoring arrangements of the ESMP. It further identifies the capacity of the involved institutions and their roles, and also explains how their capacities can be enhanced and strengthened.

### ***5.1 Implementation and Monitoring of the ESMP***

The ESMP shall be implemented to address all activities that have been identified to have potentially significant impacts on the environment during normal operations and upset conditions. The implementation of the activities shall also be monitored to ensure proper and effective implementation of the activities in the ESMP. The implementation of the project environment and social component will be overseen by different institutional arrangements. The institutions include the following:

#### **4.6.17. 5.1.1 Ministry of Education and Programme Facilitation Team**

The MoE as the implementer of the MERP, established a PFT to oversee the responsibility of coordinating all matters pertaining to the implementation of the project. The PFT has all the relevant expertise to coordinate the implementation of the project. In that respect, the PFT has an environmental specialist and a social expert responsible for monitoring environmental compliance and the social dimensions of the project. The PFT will be responsible for overseeing the monitoring activities conducted by the Construction Supervision Consultant. The main responsibilities of the PFT regarding environmental and social safeguards are:

- a) Planning and implementation of ESMP;
- b) Ensuring that the social and environmental protection and mitigation measures in the ESMP are incorporated in the site specific Environmental and Social Action Plans;
- c) Ensuring that the DESC guided by the EDO are provided with relevant resources to oversee implementation of the ESMP;
- d) Supervision and monitoring of the progress of activities of the artisans for the implementation of different components of ESMP;
- e) Provide guidance to Clerks of Works and artisans in conducting subsequent monitoring and reporting and in undertaking corrective options;
- f) Responsible for modifications to the ESMP when unforeseen changes are observed during implementation;
- g) Ensure submission of periodical environmental and social management and monitoring reports to the World Bank;
- h) Promote improved social and environmental performance through the effective use of management systems, and;
- i) External communications with other implementing partners, government ministries and agencies, and non-government organisations on the matters of mutual interest related to environmental management under the project development.

#### **4.6.18. 5.1.2 District Environmental Sub-Committee**

The DESC is a key committee at the district level in the implementation of the project. The DESC will be directly responsible for the routine supervision of environmental and social management. The DESC will provide advice to the SMC on ESMP implementation and monitor the work of the artisans. The DESC will also help the PFT to prepare quarterly progress reports which are to be submitted to the World Bank. The DESC will, inter alia, be responsible for the following;

- a) Undertake regular monitoring of the artisan's environmental performance, as scheduled in the ESMP;
- b) Conduct periodical environmental monitoring;
- c) Prior to construction, review and approve action plans prepared by the artisans;
- d) Supervise site environmental management system of the artisans, and provide corrective instructions;
- e) Monitor the implementation of the site-specific action plans and review the environmental management and monitoring reports prepared by the artisans or clerk of works, and;
- f) Review and report on ESMP implementation.

#### **4.6.19. 5.1.3 School Management Committees**

The SMC is the key committee at school level in the implementation of the project. The SMC will be directly responsible for the day-to-day supervision of environmental and social management. The SMC will monitor the work of the artisans. The SMC will also help the artisans in submitting monthly progress reports to the DESC and PFT. Specifically, SMC will be responsible for the following;

- a) Undertake day-to-day monitoring of the artisan's environmental performance, as scheduled in the action plan;
- b) External communications with the community on the matters of mutual interest related to environmental and social management under the project development, and;
- c) Ensure the implementation of the GRM at community level.

#### **4.6.20. 5.1.4 Contracted Local Community Artisans**

The contracted local community artisans as they construct the classroom and sanitation blocks, will be responsible for implementing the site specific environmental and social action plans. In order to orient and capacitate the artisans with environmental and social knowledge, they will be recommended to undergo environmental and social training prior to commencement of their contracts, and they will be working in close coordination with the DESC and PFT. The main responsibilities of the artisans regarding environmental and social management and monitoring are:

- a) Customise the project ESMP and generate a site specific environmental and social action plan, and other management plans according to requirements of ESMP and get them approved by the PFT;
- b) Ensure that all the workers on the site are sensitised on the relevant environmental and social issues;

- c) Enforce environmental and social action plans during execution of the construction works;
- d) Procure necessary equipment for environment measurements or engage some appropriate expert personnel for the activity in specific environment quality aspects including air quality, noise, water, and soil quality, and;
- e) Prepare monthly reports related to environmental and social management and monitoring for review and verification by the DESC.

#### **4.6.21. 5.1.5 Malawi Environment Protection Authority**

MEPA is the principal government agency charged with the responsibility of administering the EMA (2017). Specifically, according to Part VI Sections 31 to 34 of the Act, MEPA is mandated to administer and oversee the implementation of the ESIAs, ESMPs and Environmental Audits. MEPA will therefore conduct routine monitoring visits through its inspection directorate to ensure compliance with recommendations made in this ESMP report.

#### **4.6.22. 5.1.6 Interested Stakeholders**

Interested stakeholders such as NGOs, CSOs, Community Based Organizations (CBOs) present in the areas and districts where the project is implemented will also monitor the implementation of the mitigation and enhancement measures in the ESMP. The NGOs, CSOs, CBOs will monitor according to their areas of interest thereby ensuring protection of the environment, local socio-economic integration and protection of human rights among the people in the areas where the project is implemented.

### **5.2 Capacity Assessment**

Capacity of those involved in the implementation of the project is very crucial. In that respect, the successful implementation of the ESMP depends on the capacity of the implementing stakeholders. Capacity building includes the process of equipping individuals with the understanding, skills and access to information, knowledge and training that enables them to perform effectively. The issue of capacitating the implementing stakeholders cannot be overemphasized, as it has been pointed out in the ESMF, that there is inadequate capacity at all levels to implement despite various trainings conducted because of factors such as transfers and retirements, which have greatly affected capacity levels amongst district and frontline staff.

The PFT has put in place a comprehensive capacity building plan. In the first place, there will be a training for a Trainer of Trainers (ToT) program for the DESC members which will be executed by the PFT. This ToT for the DESC members will equip the members with understanding of this ESMP, the identified impacts and suggested mitigation measures. In turn, the DESC members are going to train the artisans and SMCs before commencement of the construction works. Table 0-1 presents the training program for the different stakeholders.

**Table 0-1: Environmental and Social Training Plan of Stakeholders**

Day	Topic
<b><i>ToT of DESC Members (to be done by PFT / may recruit a consultant)</i></b>	
Day 1	Brief overview of the EMA (2017)
	Brief overview of the ESF
	Presentation of the ESMP

	Description of the identified impacts and their mitigation measures
	Description of the natural disaster risk management measures
	Description of the implementation and monitoring roles of the DESC, SMC and artisan
Day 2	Explaining a guide for artisans to develop site specific Environmental and Social Action Plans based on the ESMP.
	Monitoring and reporting of the construction activities
	Occupational Health and Safety (OHS) measures
	Incident reporting
	Description of Grievance Redress Mechanisms for workers and communities
	Overview of the COVID-19 Infection Prevention and Control Protocols
<b><i>Training of Local Contracted Artisans and SMC (done by DESC with supervision from PFT)</i></b>	
Day 1	Introducing Environmental and Social Management at construction sites
	Description of the identified impacts and their mitigation measures
	Description of the natural disaster risk management measures and emergency prevention and preparedness and response
	Preparation of site specific Environmental and Social Action Plans based on the ESMP
Day 2	OHS measures and Guide on conducting daily toolbox talks
	Guide on sustainable sand mining
	GBV and SEA risks and measures to assess and manage
	Description of GRM for workers and communities
	Overview of the COVID-19 Infection Prevention and Control Protocols
	Reporting on E&S implementation using a standard format
	Incident reporting

## ***Chapter 6: Conclusion and Recommendations***

### ***6.1 Conclusion***

The environmental and social assessment study has established that the construction and operation of low-cost classroom twin-blocks at 687 primary schools and sanitation blocks at 163 primary schools in the education districts of CEED which comprise Kasungu, Nkhosakota, Salima, Ntchisi and Dowa will have positive impacts which include reducing learner-classroom ratio through the new classroom blocks, increasing the number of learners enrolled, improving sanitation and reduced learner-latrine ratio, creating local employment opportunities and capacity building, and also increasing in business opportunities of the communities among others. Most importantly, the implementation of the project will contribute to the achievement of the aspirations of Malawi's Vision 2063 of achieving an inclusively wealthy and self-reliant industrialized upper-middle-income country, and also the Sustainable Development Goal (SDG) number 4, which is to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

The environmental and social assessment study has also established that despite the positive impacts, the project will have some significant negative impacts, which would affect the surrounding environment and communities. It should be noted, however, that despite the potential negative impacts, it is possible with adequate design and implementation measures recommended in this ESMP report to mitigate the environmental effects and reduce them to acceptable levels. It is therefore recommended that the developer should implement the recommendations and mitigation measures advanced in the ESMP. The mitigation measures in the ESMP have been proposed to reduce, minimize or eliminate negative environmental and socio-economic impacts that are anticipated during the construction, operation and maintenance phases of the project. This report provides a view that the project be allowed to proceed on condition that the measures proposed in this report are fully implemented.

### ***6.2 Recommendations***

In consideration of the significant of the project and the identified potential negative impacts and their mitigation measures recommended in the ESMP, the consultant makes the following recommendation:

- a) That this ESMP report should be implemented according to the set schedules and targets in all the phases of the project;
- b) The MoE through MERP should make resources available to facilitate the implementation of the ESMP and the monitoring plan;
- c) All major stakeholders of the project should be fully engaged and given full access to the premises for purposes of monitoring;
- d) The MoE should ensure that all important data is regularly collected and analysed to assist management in making informed decisions and the same should be made available to monitoring authorities for evaluation of the performance, and;
- e) The developer should make appropriate investments in capacity building in OHS as well as provision of adequate equipment for successful implementation of the projects.
- f) The female teachers' houses should have solar power to enhance lighting and security.

## References

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## ***Appendix 1: Terms of Reference for Development of the ESMPs***



### **Malawi Education Reform Program -MERP**

#### **Ministry of Education**

#### **Terms of Reference for Development of Environmental and Social Management Plans**

#### **Country-Malawi**

#### **Name of Project-Malawi Education Reform Program (MERP)**

**Assignment Title:** Preparation of Division level Environmental and Social Management Plans (ESMPs) for the construction activities under the Malawi Education Reform Program (MERP) in the Ministry of Education (MoE)

#### **1.0 Introduction**

In an attempt to improve the learning environment in the education sector in particular the primary education, the Government of Malawi (GoM) through the MoE is embarking on the implementation of the Malawi Education Reform Program (MERP). The programme is in tandem with the aspirations of Malawi's Vision 2063 of achieving an inclusively wealthy and self-reliant industrialized upper-middle-income country. It also aligns with the Sustainable Development Goal (SDG) number 4, which is to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." This also follows the goals, objectives and strategies of the Government of Malawi in the education sector as stipulated in the National Education Sector Investment Plan (NESIP 2020-2030). The goals and objectives focus on expansion of equitable access to education, improvement of quality and relevance of education and improved governance and management.

#### **2.0 Context and Background**

The Malawi Education Reform Program (MERP) which the MoE is implementing with support from the World Bank, Global Partnership on Education (GPE) and the Government of Malawi is a successor of another program, the Malawi Education Sector Improvement Project (MESIP) which the MoE successfully implemented for another four years with funding from the World Bank. While MESIP was implemented in 8 districts in the country, MERP will be implemented in all the 34 Education Districts in Malawi.

The expected implementation period of the Malawi Education Reform Program is 4 years from December 2021 to December 2025. The Project Development Objective (PDO) is to improve learning environments for students in lower primary in the public schools.

The program scope consists of five components which contribute to the PDO, and these are: Component 1: Expanding and Reforming Primary School Improvement Grants. Component 2: Improved Learning Environments in Lower Primary to Support Learning Recovery after COVID-19. Component 3: Supporting Girls' Learning. Component 4: School Leadership Programme; and Component 5: Project Coordination and Capacity Building.

The following are the PDO level indicators for the Malawi Education Reform Program (MERP):

- Pupil – classroom ratios (PCRs) in lower primary, school-level average, and interquartile range
- Share of schools with pupil-qualified teacher ratios in standards 1-2 in the acceptable range [Percent] Student dropout rate (total, male and female) Percent

The program, under component 2 subcomponent 2.1 will involve construction works of 10,900 classrooms and 1,000 sanitation blocks. In addition, the program under component 2, sub-component 2.2. and component 3, sub-component 3.1 will recruit 3,500 auxiliary teachers and 2,605 learner mentors. It is therefore required that the construction works follow principles of green building and social aspects of the lives of learners and other stakeholders within the construction sites. Furthermore, the social assessments should be extended to the auxiliary teachers and the learner mentors' interventions of the program. To facilitate this, it is required that a consultant is hired to prepare Environmental and Social Management Plans (ESMPs) to guide the construction of the classroom and sanitation blocks; and the implementation of auxiliary teachers and Learner Mentors related activities.

The selected consultant will prepare the Environmental and Social Management Plans (ESMPs) for construction of cost-effective classrooms and sanitation blocks, auxiliary teachers and learner mentors' interventions of the program.

### **3.0 Objectives of the Assignment**

The general objective of this assignment is to develop education division based ESMPs for Component 2 (subcomponents 2.1 and 2.2) and component 3 (subcomponent 3.1.) of the MERP Project in fulfilling the requirements for Environmental and Social Framework (ESF) of the World Bank and Environmental Management Act (2017) of the Government of Malawi. These subcomponents envisage the construction works of 10,900 classroom blocks and 1,000 sanitation blocks (2.1), the recruitment of 3,500 Auxiliary Teachers (2.2) and 2,605 Learner Mentors (3.1).

### **3.1 Scope of Assignment**

The scope of the assignment will be as follows:

### **3.2 General**

The consultants shall appraise themselves on the requirements of the MERP and familiarize themselves to various MERP relevant documents and legislatures that will be associated with the implementation of the Project. These shall form a backbone to the ESMPs which are required to be developed under this assignment. Details on scope of work include, but are not limited to:

- Identify and assess key potential environmental and social impacts including those on gender, which may be caused by the proposed classroom and sanitation blocks construction, recruitment and engagement of auxiliary teachers and learner mentors and propose mitigation measures.
- Propose measures that would enhance the positive effects of the proposed constructions, recruitments and engagement of auxiliary teachers and learner mentors; and
- Propose measures that will mitigate the anticipated negative impacts of the proposed constructions; recruitment and engagement of auxiliary teachers and learner mentors; and operation activities on both the environment and social components, including gender concerns in specific sites.
- Conduct stakeholder consultative meetings which inform project key environment, social risks, and mitigation measures.
- Develop a costed ESMP monitoring plan with clear lines of responsibilities for key stakeholders.

Below is a list of Education Divisions and Districts in which the construction works of classroom and sanitation blocks will be done, and respective division based ESMPs be developed. The specific list of schools to be targeted for each Division will be provided to the identified consultant by the MERP PFT.

**Table 1.1: Schools to be Assessed**

The classroom blocks will be constructed in about 3,553 schools and the sanitation blocks in about 1,000 schools in the following 34 Education Districts located in 6 Education Divisions:

<b>Education Division</b>	<b>Number of schools receiving classroom block(s)</b>	<b>Number of schools receiving Sanitation block(s)</b>
<b>Northern Education Division (NED)</b> Chitipa Karonga Rumphi Mzimba North Mzimba South Mzuzu Urban NkhataBay Likoma	402	42
<b>Central East Education Division (CEED)</b> Kasungu Nkhonkhotakota Salima Ntchisi Dowa	687	163
<b>Central West Education (CWED)</b> Mchinji Lilongwe Rural East Lilongwe Rural West Lilongwe Urban Dedza Ntcheu	915	258
<b>South East Education Division (SEED)</b> Mangochi Machinga Balaka Zomba Rural Zomba Urban	704	243
<b>Shire Highlands Education Division (SHED)</b> Phalombe Mulanje Thyolo Chiradzulu	416	148
<b>South West Education Division (SWED)</b> Nsanje Chikwawa Blantyre Urban Blantyre Rural Mwanza Neno	429	135
<b>TOTAL</b>	<b>3,553</b>	<b>989</b>

**\*Note:** *Individual Consultant 1: NED and CWED*  
*Individual Consultant 2: CEED, SWED,*  
*Individual Consultant 3: SEED and SHED*

### **3.3 Specific scope of services, Tasks (components) and Expected Deliverables**

The broad scope of the work (SoW) is to carry out an Environment and Social Management Plans (ESMPs) of the proposed subprojects based on the Government of Malawi regulations and the World Bank Environmental and Social Framework. *The consultants will perform the scope of work while collaborating with Environmental District Officers from the Malawi Environmental Protection Authority (MEPA).* Details on the specific scope of work include, but not limited to:

#### **Task 1. Screening and Scoping of Environmental and Social Issues**

The environmental and social assessment, screening and scoping study will determine and deliver the proposed physical limits for the study area, appropriate to the issues; proposed time frame for the ESA study; list of key stakeholders, initial consultation and analysis of findings; key potential impacts and the types and levels of impacts to be assessed in the ESA; review of works designs and its interaction with environment, social and cultural aspects, potential alternatives for consideration in the ESA; review of information on the existing environment, recommendations for appropriate methods of survey/data collection to establish environmental and social conditions; recommendations for appropriate methods for the prediction and assessment of impacts.

#### **Task 2: Description of the Proposed Subprojects**

The consultant will concisely describe the proposed subprojects' geographical, ecological and general layout maps including map sketches and annotated photographs at appropriate scale as necessary based on project information acquired from the client. The description shall also include activities to be undertaken in and around the proposed subprojects site including input materials, final products, by-products, waste generation where applicable shall be detailed and cost of the proposed subprojects shall also be provided. The consultant will be required to suggest the costs of implementing the environmental and social management measures.

#### **Task 3: Description and Establishment of Environmental and Socioeconomic Baseline Conditions of the Subprojects**

The consultant shall carry out a survey to collect, collate and present baseline information of the existing environmental and socioeconomic characteristics of, within and around the proposed subproject sites.

#### **Task 4: Public Participation and Consultations**

The consultant will carry out a stakeholder analysis and prepare a stakeholder consultation plan for the inclusion and consultation of all the stakeholders throughout the assessment process. This entails consulting project-affected groups, public agencies/institutions and CSOs about the subproject's environmental and social aspects and demonstrating how views were considered within the report. The consultations should commence shortly after the screening and continue throughout the process. Disclosure of the report shall be done in a manner, form and language that are understandable, accessible which enable the public full participation.

**Task 5. Site specific map** Provide a site-specific visible map of the area (scale I :50,000) showing the proposed site and (I : 10,000) showing existing establishments in the area and surrounding areas including natural endowments like rivers and streams. A site plan for the project should be provided. All maps should be in color to portray the themes clearly and must be printed on A3 paper.

#### **Task 6: Analysis and Determination of Potential Environmental and Social Impacts of the Subprojects**

The consultant shall identify, analyze, and describe significant/core community, environment, occupational, health impacts that may be brought about by the proposed civil works. Such are the impacts of the proposed subprojects on the baseline environmental and socio-economic conditions as described in Task 3 (above) or impacts of the surrounding environment on the subprojects (externalities). The consultant will make a prioritization of all immediate and future concerns and differentiate between short, medium, and long-term impacts paying special attention to the significant impacts (both positive and negative).

**Task 7: Measures to Mitigate Adverse Environmental and Social Impacts of the Subprojects**

The objective of this task is to identify, propose and describe pragmatic, community, occupational, health and safety mitigation measures to enhance the benefits of environmental and social protection. The cost effectiveness of such mitigation and enhancement measures shall be analyzed against viable alternatives. Where no such suitable mitigation measures can be identified this will be clearly explained. Based on environmental and social assessment, mitigation / enhancement measures will be specified in the form of an environmental and social management plan.

**Task 8 -Review of the legal framework pertaining to the project**

Briefly review the legal framework pertaining to the proposed project and indicate their impacts on the project. Reference should at least be made to Environment Management Act, Education policy, Water Resources Act, National Water Policy, Public Health Act, Occupational Safety Health and Welfare Act, and other policies and pieces of legislations.

**Task 9: Development of an Environmental and Social Management Plan**

Based on the outcome of tasks above, the consultant shall prepare an environmental and social management plan comprising of a programme of assessing and managing the impacts during implementation, operation and post operation phase including decommissioning. This will provide time frames and implementation mechanisms, reporting responsibilities, description and technical details of monitoring measures, assessment of the institutional needs, staffing requirements and cost outlay for implementation. The plan should show how management and mitigation methods are phased with project implementation. The plan shall also include measures to prevent health hazards and to ensure safety in the working environment for the employees and the communities adjacent to the project site and PAP.

**Task 10: Preparation of an Environmental and Social Management Monitoring Plan (ESMMP)**

The consultant shall prepare an environmental management monitoring plan for performance monitoring of how well project construction, operation and implementation of auxiliary and learner mentor interventions including the implementation of key mitigation measures are carried out (including Environmental, Social, Gender, Health and Safety). He shall also propose outcome monitoring of key selected environmental and social indicators, such as gender-based violence (GBV), workers' safety and camping sites. The Environmental and Social Monitoring Plan (ESMP) will focus on key impacts, specify the planned monitoring activities, key indicators, monitoring frequency and duration, budget and skilled personnel needs, institutional responsibility for each monitoring activity, and means of verification.

**Task 11: ESMP Implementation Budget**

Provide a clear statement of financial responsibilities, identify estimated summary of costs for the implementation of the proposed mitigation measures; provide detailed estimated budgets for all phases of the project including planning, implementation, monitoring and evaluation, with contingencies.

**3.4 Reporting Requirements and Time schedule for deliverables**

The consultant will report to the Director of Basic Education (DBE) in the MoE who is the Coordinator of the Program; The consultant will work with MoE sub-component 2.1, 2.2. and 3.1. Leads who will have an oversight role on the completion of the assignment. The consultant will also work with the MERP PFT especially the Environmental Specialist, the Social Safeguards Specialist and the Gender Specialist, who will share all the relevant information concerning the assignment.

**4.0 Expected Outputs**

All deliverables must meet industry standards and the requirements set forth in contractual documentation. A face-to-face "kick-off" meeting will be held with the Project Implementation Unit at the MoE within 3 calendar days of contract award to discuss requirements and milestones.

The main focus of the consultants is preparing the ESMPs but in the course of carrying out the assignment the consultants will be sharing the PFT with updates or process reports. A simple template will be shared with the consultants to provide updates in the course of carrying out the assignment.

The consultant shall prepare progress reports in line with the timetable as detailed in Table 1.2:

**Table 1.2 Submission of electronic copies and hard copies**

S/N	Deliverable	Outputs	Timeline (days)
1	<b>Deliverable 0: Face to Face Kick off Meeting</b>		D+3
2	<b>Deliverable 1: Inception Report</b> , acceptable to the Client; that clearly illustrates how the assignment shall be executed by detailing the methodology for undertaking the assignment and a work plan, and proposals for presenting the assessment results in a concise manner. The inception report will be presented to the MoE before being signed off	<ul style="list-style-type: none"> <li>• 2 printed copies of the Inception Report</li> <li>• 1 Flash Disk with soft copy of the Inception Report or shared through email</li> </ul>	D+15
3	<b>Deliverable 2: (a) brief reports</b> (share updates in the course of carrying out the assignment), (b) draft ESMPs and Monitoring plans for the proposed schools/subprojects (c) Site specific map. The consultant shall produce one report per education division with site specific Environmental and Social Management Plans (ESMPs) and Environmental and Social Management Monitoring Plans (ESMMPs) as attachments to that district report.	<ul style="list-style-type: none"> <li>• 5 printed copies of Draft Final Report</li> <li>• 1 Flash Disk with soft copy or <i>shared through email</i></li> </ul>	D+30
4	<b>Deliverable 3: Final Report</b> , acceptable to the Client, covering Final ESMPs and Monitoring Plans that incorporate comments and feedback from the Client.	<ul style="list-style-type: none"> <li>• 5 printed copies of Final Report</li> <li>• 1 Flash Disk with soft copy of Final Report or <i>shared through email</i></li> </ul>	D+45

**Note: D equals days**

Deadline provided is for submission of deliverables; in each case, MoE reserves the right to request alterations or additions before accepting a deliverable as complete. Unless otherwise specified, the Client will provide acceptance or requests for alterations within one week of receipt of deliverables; the consultant will then provide revised versions within one week.

The performance objectives shall include but not limited to:

Performance Indicators	Quality Assurance Criteria
a) Completeness	Deliverables will be 100% complete
b) Accuracy	Deliverables will be 100% accurate.
c) Effectiveness	All deliverables must contribute to the overall success of the assignment
d) Timeliness	All deliverables will be on time and within schedule
e) Communication	Communication is professional, courteous and accurate

## 5.0 Professional Qualifications and Experience

The consultants will have the following qualifications

- A minimum of a Master's Degree in Environmental Sciences, Environmental Management, Natural Resources Management or any related field;
- A minimum of five (5) years of relevant working experience in conducting Environmental and Social Assessments in Malawi.

- Adequate knowledge of World Bank Safeguards Operational Policies/Environmental and Social Framework (ESF);
- Knowledge and understanding of national environmental policies and laws of Malawi;
- Excellent oral and written communication skills with ability to dialogue and interface with grass roots, district and other sector players.

## **6.0 Implementation Arrangements**

MoE, through the directorate of Basic Education, will be the implementing agency; The consultant shall administratively be responsible to the Secretary for Education (SE) through the Project Coordinator, Malawi Education Reform Program (MERP) who shall be responsible for the day-to-day management of the project; The consultant will work under the overall technical supervision of the subcomponent 2.1 Lead, and the PFT Environmental Specialist, Social Safeguards Specialist and Gender Specialist of the Malawi Education Reform Program (MERP).

## **7.0 Project Timeframe**

The consulting services are expected to be done for a period of Thirty (30) calendar days *for all the construction sites for the program* from the commencement date. This includes preparation time, field work, report writing, presentation/validation and submission of final documents.

## **8.0 Obligation of the Client**

The Client shall assist the consultant in providing project documents that may be relevant to the assignment. Where necessary, the Client will assist in deciding for the consultant to meet relevant agencies, districts and other key stakeholders (including the Director for Education, Youth and Sports (DEYS) for the concerned Education District).

## **9.0 Client Input and Counterpart personnel**

- a. No facilities and property will be made available to the Consultant.
- b. Documents to be shared with the Consultants include:
  - Project Appraisal Document (PAD);
  - Project Implementation Manual (PIM);
  - MERP Environmental and Social Framework, Labor Management Plan (LMP);
  - MERP Stakeholder Engagement Plan (SEP);
  - MERP Environmental and Social Framework (ESMF), which will include the screening tools adjusted to the project and the structure of the ESMPs;
  - the list of names of sampled schools to be visited and consulted for the development of the ESMPs (10% of total schools that will receive a classroom block and sanitation unit each);
  - School construction manual and approved classroom and sanitation block designs.

## **10.0 Obligation of the Consultant**

The consultant is expected to be fully self- sufficient in terms of accommodation, office space, office supplies, office equipment and transport. The consultant will be paid a percentage of the lump-sum against specified deliverables and the client will agree on a contract price whose breakdown will include remuneration and reimbursable expenses (travel, accommodation and food). The data, documentation and assets from the consultancy will remain in the custody of the Client at the end of the consultancy. Except for purposes of this assignment, the information shall not be disclosed to the public nor used in whatever way or form without written permission of the MoE in line with Copyright Laws applicable.



## Appendix 2: Public Consultations Comments

### A2.1 DESC Consultations

#### 4.6.23. A2.1.1 Kasungu District

Name & Designation	Comments
District Public Works Office	There is need that the construction of the classroom and sanitation blocks should follow the standards so that the structures are long lasting
	The drainage system will be crucial to avoid soil erosion therefore it should well planned and constructed
	Ensure the project involves all the relevant stakeholders
	There will be risk of increased cases of theft of materials on the project by the local workers therefore the SMC should be involved in supervision of the Project and also there should be strict laws on the project to deter would-be offenders and all workers should sign the CoC and punishment for offences should be clearly stated.
District Forest Office	The project will impact on the trees as some will be cut down to pave way for the classroom to be constructed
	Promiscuity and theft will be eliminated since people will have a source of income.
	The construction of classroom blocks will reduce congestion in classrooms which will also lead to enrolment of school dropouts who will be motivated because of the Project.
	Traders will be improved due to the high demand of needs in the community. The circulation of money in the community will be improved as well.
	The learner mentors will be role models to the students especially girls.
	The recruitment of Auxiliary teachers will make the teachers to easily asses and follow children therefore reducing dropout rate at the Institution.
	Job creation to the youths who graduated from technical colleges and are unemployed.
	Mentors will supplement the duties of parents i.e. by counselling girls.
	Disruption of marriages, spreading of HIV and Aids since people will have a lot of money which will cause them to engage in promiscuity behaviours.
Labour Office	The project will provide a source of employment for people in the communities which will help improve their livelihoods
	The project activities might increase the risk of child labour issues in the communities since artisans might be seeking cheap labour
	The project will help to increase enrolment of pupils in schools due to the presence on new learning structures
	The project will reduce the unemployment rate in the district especially amongst the youth and it will reduce poverty levels as well
Chief Primary Education Advisor-District Education Office	Coming in of the artisans to build classroom blocks will help reduce the pupil/classroom ratio which is very high at the moment.
	The project will also help boost the number of teachers by bringing in auxiliary teachers. Some teachers have not worked in a long time so once hired they will be motivated to work extra hard to acquire a permanent position.
	It will be good for the mentors to go into the hard-to-reach areas. These mentors will act as role models for the girl child and help motivate her. Once they are encouraged they work harder to complete their studies.

<b>Name &amp; Designation</b>	<b>Comments</b>
District Lands Officer	Hiring of local artisans will help in creation of jobs and income for people that had no source of income. This will give them something to do.
	This will also be an opportunity for the youth to gain experience in their fields.
	It will also be cheaper for the financier to hire the local artisans than to bring in contactors from outside the community.
	Knowing that they are building in their own community, they will have a sense of ownership which will help motivate them even more.
	Land officer must be involved to avoid land disputes. Some schools do not have enough land and chiefs normally award them any land of their choice. This leads to a lot of cases which would have been avoided. So it is important that these things are looked into before the start of project.
Environmental District Officer	The project should take into consideration all the mitigation measures to the impacts
	The community will benefit by selling of building materials, they will also be employment opportunities for the people in the village.
	Building of sanitation blocks will bring in enough toilets. This will also improve the surroundings. The toilets will also lessen the issue of public defecating anywhere.
	Sourcing of sand mining will cause river bank degradation. Quarry mining can bring in barrow pits which can also be a hazard to the community and also a breeding place for mosquitoes. Loss of vegetation can also happen.
	Domestic waste from the site should be put in the bins or can be thrown away in the rubbish pit while construction waste can be used to refill the barrow pits and the bricks can be used on the potholes that can be in the area.

#### 4.6.24. A2.1.2 Nkhotakota District

<b>Name &amp; Designation</b>	<b>Comments</b>
Director of Planning and Development	Skills and knowledge acquisition thorough employment of community members in various forms of work mainly on casual labour.
	The project will help to boost community social life through the employment of auxiliary teachers, mentors and artisans.
	The classroom blocks will help the institutions to attain the recommended Pupil-classroom ratio which is environmentally helpful to reduce the spread of some respiratory diseases such as COVID- 19, TB etc.
	Role modelling extending knowledge to girls and the communities at large.
	The projects will help boost entrepreneurship in project areas and help increase household income and pay school fees for their wards
District Social Welfare Officer	There will be creation of employment opportunities for the surrounding communities and this will improve their income.
	It is expected that gender-based violence will be reduced o since men and women will be busy working at the site
	Enrolment will be improved since there will be a lot of classrooms for all the student.
	Reduction of child labour since parents will be earning some income and they will not send children to go to work.
	The Auxiliary teachers will be like role models to the children which will improve their Education.
	Migrant workers i.e. the Auxiliary teachers can promote promiscuity and disruption of marriages.

Name & Designation	Comments
District Public Works Office	There will be creation of employment opportunities for the surrounding communities.
	There will be an improvement of education facilities in the district
	There will be reduced chances of vandalism of the project sites
	There will be enhanced community participation
	There will be enhancement of the technical know-how for local community artisans as they will be able to learn new things from the project plans that will be drawn up
	There will be an opportunity for employment for those that will be recruited
	The teacher-learner ratio at the different schools will be reduced
	The performance of students in schools will improve
	The mentors will help encourage students to work hard and go far with their education. They will also help provide career guidance for learners.
District Labour Officer	The project will improve the standard of education for learners by reducing the teacher-learner ratio in schools
	The mentors will act as role models different members of the communities and they will also give the learners a reason to work hard in school which will help improve performance of female learners in schools
	The mentors will help influence the learners to be exemplary students, in terms of virtue, as well as responsible members of the community
	The project will improve the standard of education for learners by reducing the teacher-learner ratio in schools
	Coming in of mentors can help us with the fight against child labour.
	Mentors can help the girl child learn about sexual and reproductive health
	Coming in of mentors will help increase the number of labourers in the district
	There is also some negative impact of using local community artisans. These have a habit of using their children as labourers. This is most commonly seen in sand mining.
	Lack of occupational safety can lead to accidents if the artisans are not careful or safe at all times
District Gender Office	The cases of GBV, SEA and domestic violence and early marriages and child pregnancies would be experienced in the communities where the construction of the classroom blocks will be taking place. High levels of poverty lead to vulnerability of the female learners who can easily be enticed by workers.
	<p>There is need to ensure the following:</p> <ul style="list-style-type: none"> <li>• Sensitize workers and community members on GBV, SEA and domestic violence and marriage breakdown;</li> <li>• Orient all artisans and workers on the national marriage laws and regulatory requirements and sexual crimes;</li> <li>• Enforcing the CoC and associated disciplinary measures amongst employees; and</li> <li>• Present to all workers a copy of the CoC and sign it;</li> <li>• Coordinate with the District Office of Gender, Children, and Social Welfare and the Police Department to carry out sexual harassment/ SEA awareness campaigns around the sites</li> </ul>

Name & Designation	Comments
District Environment Office	The project may cause loss of some trees both indigenous and exotic trees which have to be cut to pave way for the construction of the facilities.
	Dust Emission during construction work through mixing of cement and digging the foundations.
	Generation of solid wastes through plank cuttings and plastics coming from people working on projects.
	Incidences of open defecation by project workers
	Creation of barrow pits and pools of stagnant water
	Rubble heaps of excavated soils during digging of foundations
	Introduction of Invasive Species when carrying construction materials to the project's sites.
District Water Office	Spread of water related diseases through barrow pits and poor liquid waste disposal
	Conflict over the use of natural resources such as water and forest resources by the Community and project workers
	Marriage disruption through project workers engaging in sexual relationships with married women and men
	There will be increased cases of Partner Violence through men engaging in physical violence against their wives over differences in the use of salaries
	Increased cases of social exploitation abuse and sexual harassment in project sites
	Increased cases of sexual abuse against school going children by project workers and fellow pupils
District Forest Office	Cutting down of trees in the proposed sites if there are trees and this might lead to loss of indigenous species.
	There will be need to replant the trees and also engage the District Forestry Office on planting trees.
District Youth Office	The project activities will enhance youth empowerment in the local communities as they will be employed.
	The project will help develop skills for the mentees
	The project activities will lead to a disturbance of the ecosystems due to the removal of trees and other forms of vegetation
	The project activities will lead to land degradation from soil erosion
	The project activities might lead to an increase in promiscuous behaviour which might cause the spread of STI's such as HIV. This might also cause disruption of marriages in the communities as well as unwanted pregnancies
	The project will cause a disruption of the economic activities for the different communities involved, where commodity prices might rise significantly due to the presence of project workers in their communities
Chief Education Office	The project will provide stability for the female learners in the schools since they will have someone to look up to
	There is a possibility that the project might produce substandard buildings which will not be durable
	The project will lead to land degradation which will mostly be cause due to soil erosion in the communities
	The project will increase the risk of the spread of HIV and AIDS, as well as other STI's. It will also increase the risk of unplanned pregnancies in the communities
	The project increases the risk of accidents at the construction site involving learners from the schools
	The auxiliary teachers that will be recruited might be lacking the skill to actually teach children

Name & Designation	Comments
	The auxiliary teachers might leave their posts abruptly since their jobs are temporary
	Some of the recruited mentors might lose interest in the mentorship program as it is being implemented and this will affect their performance as well as the learners

#### 4.6.25. A2.1.3 Salima District

Name & Designation	Comments
Chief Education Office	There will be an improvement in learning facilities which will help to attract learners to schools hence increasing enrolment in the district
	There will be reduced dropout rates in schools due to the creation of conducive learning environments for learners especially females since they will have sanitation blocks that they can use
	Congestion in classrooms will be significantly reduced due to the increased number of classrooms in schools
	The project activities will provide communities with employment opportunities which will help to improve the livelihoods of the people
	The project activities will enhance community ownership of the project
	The project activities will reduce the teacher-learner ratio in schools which will improve the learning standards as well as the quality of education delivered to the pupils
	Auxiliary teachers will act as role models for the students
	The learner mentors will act as role models for the female learners and this will help to improve their performance in school
	The learner mentors will help reduce the dropout rate for girls in schools as well as increase enrolment
	The project activities will increase the risk of child labour in the communities
	The project activities will increase the risk of both air and noise pollution in the areas
	Project activities are likely to increase the risk of child abuse and exploitation in the communities
	The project activities will increase the risk of accidents for construction workers as well as community members especially learners at the schools
	The project activities will increase the risk of promiscuity in the areas surrounding the project sites and this might lead to disruption of marriages in the communities
	The project activities will increase the risk of poor waste disposal since the majority of the project sites do not have designated construction waste mechanisms
	The auxiliary teachers that will be recruited might not be as dedicated to their work as the teachers that are employed full time due to the low wages that auxiliary teachers are normally paid
	The learner mentors will be paid low wages and this might demotivate them from being fully committed to the program
	Sand mining in the communities will increase the risk of land degradation at the mining sites (i.e. rivers) and this might lead to flooding when water levels rise in the water bodies. There is also a possibility of accidents occurring at the mining sites due to the presence of over dug trenches
	Sourcing water for the projects might be expensive since most of the water points are taps with water distributed by water board. This means that for the projects to get enough water to use for construction, the charges would be extremely high

Name & Designation	Comments
	There might be conflict between the project and the community members on issues of water sourcing if there is an inadequate number of water points at the construction sites which might lead them to source water from other water points within the surrounding community
	There is no designated construction waste disposal site from the council and as a result, schools, together with the rest of the community and the artisans, will have to identify disposal sites on their own
Water Development Office	The project will create a more conducive learning environment for students as they will be able to learn from inside classrooms rather than under trees as they currently are
	The project will improve the sanitation and hygiene in schools nationwide hence significantly reducing outbreak cases (i.e. cholera)
	Sand mining in the area might lead to flooding of rivers due to instability of river banks. It will also cause land degradation in the buffer zones through the formation of gullies
	Sourcing water by the community will cause overpopulation at the water points and this will lead to overuse of these water points (i.e. boreholes) which could get damaged as the project is being implemented

#### 4.6.26. A2.1.4 Ntchisi District

Name & Designation	Comments
District Forest Office	The Construction of sanitation blocks will create a safe environment for the learners more especially girls.
	The use of cement blocks will give the community a minimal impact of loss of trees.
	Job creation to the youths in the community which will also improve the living standards of people in the communities.
	Charcoal burners will be employed which will lessen the loss of trees. The artisans recruited might happen to be some of the community members who do charcoal burning business.
	There might be cases of soil erosion in the places where sand is mined.
	Improved living standards to the locals and this will also eliminate the loss of trees since most of the charcoal burners will be financially stable.
	The Project is environmentally friendly since they will use cement blocks and this will help to improve the Environmental standard.
	Improved sanitation issues due to the construction of sanitation blocks.
	There may be soil erosion in the places where sand is mined.
	Use of chemicals might cause water contamination if rivers and or boreholes are affected.
Environmental District Office	The project will pose negative impacts but the positive impacts fall outweigh the negatives.
	The project is environmentally friendly since they will use cement blocks and this will help to improve the Environmental standard.
	Improved sanitation issues due to the construction of sanitation blocks.
	Classroom ratio will decrease because there will be enough classrooms for all learners.
	In places where sand is mined, there might be issues of soil erosion if care is not taken.
	Use of chemicals might cause water contamination



Name & Designation	Comments
	There will be improved education services since pupils will be encouraged to go back to school.
	There might be issues of segregation among the teachers since others are more qualified than their fellow teachers.
	The learner mentors will be like role models to the children especially girls.
District Education Manager	The project is what the DEM's office has always wanted as it will improve the education standards in the district
	The auxiliary teachers will help to reduce the workload that existing teachers have and hence increase the teaching performances in these schools. The mentors will also help encourage students to work hard and go far with their education. They will also help provide career guidance for learners.
	The project will make the schools more user-friendly for girls, through the construction of sanitation blocks, which will reduce absenteeism in schools for female learners
	The project will increase community participation in the different communities where the schools are located
	The project will reduce the teacher-learner ratio in the district since it has an acute shortage of teaching staff in schools
Primary Education Advisor	The project will improve the primary education standards in the district
	The sanitation blocks will encourage the learner especially the girls to continue with school.
	Hiring mentors will also help the youth get employment which is a plus for the labour department.
	Mentors will also help encourage those learners that dropped out because of reasons like fishing to enrol back in school. This will help fight against dropout rates.
	Mentors act like role models for the girl child. They are motivated with the mentor so they work harder to complete their studies just like the mentor did.
	Mentors can also develop this problem of maintaining two jobs at once which does not work.

#### 4.6.27. A2.1.7 Dowa District

Name & Designation	Comments
District Water Development Office	The project will improve the sanitation of the schools
	The project may have the following impacts; <ul style="list-style-type: none"> <li>• Drying of water points</li> <li>• Conflicts over the water supply</li> <li>• Inconveniences to community members to their domestic time management as they will start taking long to get the water</li> </ul>
	There is need for contracts to identify other sources of water to avoid the conflicts
	The Project will provide learners with a conducive learning environment.
	The project activities will increase the risk of land degradation from soil erosion in the communities
	If the sanitation blocks are not constructed well or positioned well they might give smell to the school environment.
District Education Sports Officer	The project will help improve the standards or quality of education for learners in schools
	The new classroom blocks will improve learning environment that would in turn help children to perform better. The auxiliary teachers will help to reduce the

		workload that existing teachers have and hence increase the teaching performances in these schools. The mentors will also help encourage students to work hard and go far with their education. They will also help provide career guidance for learners.
		The project will make the schools more user-friendly for girls, through the construction of sanitation blocks, which will reduce absenteeism in schools for female learners
		The project will increase community participation in the different communities where the schools are located
		The project will reduce the teacher-learner ratio in the district since it has an acute shortage of teaching staff in schools
District Labour Officer		The project should coordinate with the District Officer, Gender, Children, and Social Welfare and Ministry of Labour and the Police Department to conduct sensitization meetings with local chiefs, scheme administration, children and the community on prohibition of any forms of child labour and need to promote children's rights; and
		Hiring these local community artisans will also help empower them so that they can be able to support their families. In the past they have been ignored a lot when it comes to projects.
		Before the project begins there should also be sensitization about HIV and AIDS. No worker should be paid below minimum wage.
Environmental District Office		The project will have negative impacts to the environment. Some of the impacts include: <ul style="list-style-type: none"> <li>• Deforestation and loss of other vegetation due to land clearing for building structures</li> <li>• Poor management of waste disposal by people working at the site</li> </ul>
		Sand mining may increase and there is need to monitor sand mining.
		Proper waste management should be practiced.
District Land Office		There will be economic empowerment in the community since local people will be employed with the project
		Increase in pupil's enrolment in the primary schools that are benefiting from the project.
		There will be an increase in learner's performance and the quality of education will also be improved.
		Beautification of the school premises since the classroom blocks will be built in a modern way
		Sanitation and hygiene will be improved in the primary schools
		Creation of job opportunities to learner mentors and Auxiliary teachers
		Learner mentors will be acting as role models to the pupils in primary schools
Monitoring and Evaluation Office		The project activities will reduce the congestion of learners in classrooms in the highly populated schools
		The project will provide a more conducive learning environment in schools through the reduction of both learner-classroom and teacher-learner ratios
		The project will reduce the workload for teachers in schools which will lead to an improvement in the quality of education delivered to learners. This will be possible because teachers will now be able to pay individual attention to students and help them where they have problems
		The project provides an opportunity for auxiliary teachers to service the schools where the vacancies are attached to
District Environmental Health Office		The project will improve the sanitation and health of the learners
		The project will also assist in reducing communicable diseases such as COVID-19



	The project will bring about development not just for the schools but also for the communities in which they are located
	The project will provide the surrounding communities with an opportunity for employment at the project sites
	The project will reduce the teacher-learner ratio and improve the quality of education that will be delivered to learners in schools
	The project will help reduce the workload for teachers which will then improve students' performance because they will have people to help them with their school work where they might be having challenges

## **A2.2 Community Consultation Key Issues**

### **A2.2.1 Sand Mining Location and Impacts**

Response	District					Total
	Kasungu	Nkhotakota	Salima	Ntchisi	Dowa	
<i>River / Stream</i>	55%	53%	79%	88%	79%	71%
<i>Dambo land</i>	45%	0%	7%	12	31	19%
<i>Lake</i>	0%	47%	14%	0%	0%	12%
<i>Soil erosion</i>	30%	40%	40%	30%	30%	34%
<i>Formation of gullies</i>	10%	10%	20%	20%	20%	16%
<i>Risk of accidents to miners</i>	40%	40%	30%	40%	30%	36%
<i>Disturbance of aquatic life</i>	20%	10%	10%	10%	20%	14%

### **4.6.28. A2.2.2 Source of Construction Water**

Response	District					Total
	Kasungu	Nkhotakota	Salima	Ntchisi	Dowa	
<i>School borehole</i>	40%	30%	40%	50%	50%	42%
<i>School pipe water</i>	10%	10%	5%	10%	10%	9%
<i>Community borehole</i>	20%	10%	5%	20%	20%	15%
<i>River/Stream</i>	10%	20%	20%	10%	10%	14%
<i>Lake</i>	0%	20%	20%	0%	0%	8%
<i>Wells</i>	20%	10%	10%	10%	10%	12%

### **4.6.29. A2.2.3 Construction Waste Disposal Sites**

Response	District					Total
	Kasungu	Nkhotakota	Salima	Ntchisi	Dowa	
<i>School dump site</i>	70%	60%	50%	60%	70%	62%
<i>Community dump site</i>	5%	5%	5%	0%	10%	5%
<i>Burning</i>	25%	35%	45%	40%	20%	33%

**4.6.30. A2.2.4 Reasons for Learners Drop-Out**

Response	District					Total
	Kasungu	Nkhotakota	Salima	Ntchisi	Dowa	
<b>Main causes of female learners' dropout at the school</b>						
<i>Lack of financial support/Poverty</i>	60%	50%	50%	55%	60%	55%
<i>Lack of interest</i>	10%	5%	5%	7%	5%	6%
<i>Early marriages</i>	10%	10%	13%	10%	10%	11%
<i>Teenage pregnancies</i>	10%	7%	10%	10%	10%	9%
<i>Engagement in cultural practices</i>	0%	5%	5%	0%	0%	2%
<i>Engagement in businesses</i>	0%	10%	10%	5%	5%	6%
<i>Lack of proper classrooms &amp; sanitation facilities</i>	0%	3%	2%	3%	3%	3%
<i>Long distances to school</i>	10%	10%	5%	10%	7%	8%
<b>Main causes of males learners dropout at the school</b>						
<i>Lack of financial support/Poverty</i>	60%	50%	50%	55%	60%	55%
<i>Lack of interest</i>	10%	5%	10%	10%	10%	9%
<i>Early marriages</i>	10%	10%	13%	12%	10%	11%
<i>Engagement in cultural practices</i>	0%	5%	5%	0%	0%	2%
<i>Engagement in businesses</i>	10%	17%	15%	10%	10%	12%
<i>Lack of proper classrooms &amp; sanitation facilities</i>	0%	3%	2%	3%	3%	3%
<i>Long distances to school</i>	10%	10%	5%	10%	7%	8%

**4.6.31. A2.2.5 Community Sensitization Effective Means**

Response	District					Total
	Kasungu	Nkhotakota	Salima	Ntchisi	Dowa	
<i>Local Chief</i>	60%	65%	60%	50%	65%	60%
<i>SMC</i>	5%	5%	5%	7%	5%	5%
<i>Public meetings</i>	15%	12%	10%	13%	10%	12%
<i>PTA</i>	5%	5%	5%	10%	5%	6%
<i>VDC</i>	10%	10%	15%	15%	10%	12%
<i>Religious gatherings</i>	5%	3%	5%	5%	5%	5%

**Note:** The percentages represent the 10% of the targeted schools in CEED.

***Appendix 3: Participants of FGDs in CEED Districts  
Figures 1-18: Participants of FGDs in Kasungu District***



***Figure 0-1: Participants of FGD at Boma Primary School***



***Figure 0-2: Participants of FGD at Chamakala Primary School***



***Figure 0-3: Participants of FGD at Chibwe Primary School***



***Figure 0-4: Participants of FGD at Chitchinda Primary School***



***Figure 0-5: Participants of FGD at Chipanga Primary School***



***Figure 0-6: Participants of FGD at Demera Primary School***





*Figure 0-7: Participants of FGD at Juni Primary School*



*Figure 0-8: Participants of FGD at Kadifula Primary School*



*Figure 0-9: Participants of FGD at Kadoweke Primary School*



*Figure 0-10: Participants of FGD at Kakuyu Primary School*



*Figure 0-11: Participants of FGD at Kamwala Primary School*



*Figure 0-12: Participants of FGD at Kavuwa Primary School*





*Figure 1-13: Participants of FGD at Lusito Primary School*



*Figure 1-14: Participants of FGD at Mankhaka Primary School*



*Figure 1-15: Participants of FGD at Mdekanjiwa Primary School*



*Figure 1-16: Participants of FGD at Mifula Primary School*



*Figure 1-17: Participants of FGD at Mkoko Primary School*



*Figure 1-18: Participants of FGD at Mkwayule Primary School*



***Figures 19-28: Participants of FGDs in Nkhotakota District***



***Figure 1-19: Participants of FGD at Chambwande Primary School***



***Figure 1-20: Participants of FGD at Chandiya Primary School***



***Figure 1-21: Participants of FGD at Chia Primary School***



***Figure 1-22: Participants of FGD at Chigunda Primary School***



***Figure 1-23: Participants of FGD at Chipelera Primary School***



***Figure 1-24: Participants of FGD at Dwangwa Primary School***





*Figure 1-25: Participants of FGD at Jalo Primary School*



*Figure 1-26: Participants of FGD at Kasanje Primary School*



*Figure 1-27: Participants of FGD at Liwaladzi Primary School*



*Figure 1-28: Participants of FGD at Thale II Primary School*



*Figures 29-39: Participants of FGDs in Salima District*



*Figure 1-29: Participants of FGD at Changoma Primary School*



*Figure 1-30: Participants of FGD at Chiluwi II Primary School*



*Figure 1-31: Participants of FGD at Chimbwira Primary School*



*Figure 1-32: Participants of FGD at Kacheche Primary School*



*Figure 1-33: Participants of FGD at Kanjuwi Primary School*



*Figure 1-34: Participants of FGD at Makande Primary School*





*Figure 1-35: Participants of FGD at Mtengowambendera Primary School*



*Figure 1-36: Participants of FGD at Mtidza Primary School*



*Figure 1-37: Participants of FGD at Mtiya Primary School*



*Figure 1-38: Participants of FGD at Sakwi Primary School*



*Figure 1-39: Participants of FGD at Salima LEA Primary School*



*Figures 40-46: Participants of FGDs in Ntchisi District*



*Figure 1-40: Participants of FGD at Buzi Primary School*



*Figure 1-41: Participants of FGD at Chipwapwata Primary School*



*Figure 1-42: Participants of FGD at Chithungwa Primary School*



*Figure 1-43: Participants of FGD at Chimbado Primary School*



*Figure 1-44: Participants of FGD at Masokole Primary School*



*Figure 1-45: Participants of FGD at Mthawira Primary School*



*Figure 1-46: Participants of FGD at Mwinama Primary School*



***Figures 47-60: Participants of FGDs in Dowa District***



***Figure 1-47: Participants of FGD at Chamvu Primary School***



***Figure 1-48: Participants of FGD at Chibwana Primary School***



***Figure 1-49: Participants of FGD at Chimpeni Mduku Primary School***



***Figure 1-50: Participants of FGD at Chivala Primary School***



***Figure 1-51: Participants of FGD at Chizoloondo Primary School***



***Figure 1-52: Participants of FGD at Kapatamoyo Primary School***





*Figure 1-53: Participants of FGD at Katengeza Primary School*



*Figure 1-54: Participants of FGD at Kolowiro Primary School*



*Figure 1-55: Participants of FGD at Mitembo Primary School*



*Figure 1-56: Participants of FGD at Mlengwe Primary School*



*Figure 1-57: Participants of FGD at Mndunje Primary School*



*Figure 1-58: Participants of FGD at Mtenthera Primary School*



*Figure 1-59: Participants of FGD at Sandulizeni Primary School*



*Figure 1-60: Participants of FGD at Tchawale Primary School*



***Appendix 4: Proposed Sites for the Construction of Classroom and Sanitation Blocks***

***Figure 2-1: Proposed Site for the Construction of Classroom Block at Chipanga Primary School in Kasungu District***



***Figure 2-2: Proposed Site for the Construction of Classroom and Sanitation Blocks at Kadoweke Primary School in Kasungu District***





***Figure 2-3: Proposed Site for the Construction of Classroom and Sanitation Blocks at Chibwe Primary School in Kasungu District***



**4.6.32.**

***Figure 2-4: Proposed Site for the Construction of Classroom Block at Chigunda Primary School in Nkhotakota District***





***Figure 2-5: Proposed Site for the Construction of Classroom Block at Kanjuwi Primary School in Salima District***



***Figure 2-6: Proposed Site for the Construction of Classroom and Sanitation Blocks at Chiluwi II Primary School in Salima District***



***Figure 2-7: Proposed Site for the Construction of Classroom Blocks at Masokole Primary School in Ntchisi District***



***Figure 2-8: Proposed Site for the Construction of Classroom Blocks at Katengeza Primary School in Dowa District***





***Figure 2-9: Proposed Site for the Construction of Classroom Blocks at Sandulizeni Primary School in Dowa District***





***Figure 2-10 A site for construction of female teacher's house at Mdekanjiwa primary school in Kasungu***

### ***Appendix 5: MERP Grievance Redress Mechanism***

MERP already developed a GRM system that has been rolled out to all construction sites. The aim of this Grievance Redress Management System is to respond to and settle or redress any individual grievances, complaints, queries or clarification of complaints for affected persons much quickly, fairly and as much as possible in a manner that is acceptable to all parties. Some examples of possible complaints may include: encroachment on private land, theft of properties, quality of assets created, loss of land and property, GBV, VAC, corruption cases, low wages, delayed wages, use of school property by the artisans etc.

The Grievance Redress Management system has been established with structures at four levels; (a) School and Community level where two committees, i.e. School and Community and Workers GRMC have been instituted, (b) Cluster Grievance Redress Management Committee (CGRMC)

at Cluster Level (c) District Grievance Redress Management Committee (DGRMC) at District level, and (d) Programme Facilitation Team Grievance Redress Management Committee (PFTGRMC) at Project Implementation Unit level. Any grievance received by the GRMC at all levels will be recorded in specific Grievance Log and Resolution Forms that are presented below. The public has been sensitised to take their complaints or grievances to these committees whenever they feel aggrieved.

Project affected persons (PAP) can also simply call a number to be provided to lodge their complaint should they not want to channel their issues through the established committees.

## **COMMUNITY GRIEVANCE AND RESOLUTION FORM**

### **FOMU YA KOMITI YAKUDERA YOLEMBAPO ZA MADANDAULO NDI CHIGAMULO**

#### **1.0 Zoyambilira Zofunikira**

Dzina la Boma:

Dzina la Sukulu:		Dzina la Dera:	Tsiku:	
Dzina la odandaula:		Keyala:	Mfumu ya Ndodo ndi Mudzi:	
Tsiku lopereka madandaulo:	Dzina la munthu yemwe walembe madandaulo:	Madandaulo omwe apelekedwa:	Kuchita kafukufuku wa nkhani	
			Tsiku	Munthu yemwe akuchita kafukufuku wa dandaulo

#### **2.0 Momwe Chigamulo Chayendera \_\_\_\_\_**

#### **3.0 Ngati dandaulo latsekedwa, mamembala a komiti yoona za madandaulo komanso odandaula ayenera kusayinira m'munsimu motere:**

Wapampando wa komiti yowona za madandaulo \_\_\_\_\_

Mlembi wa komiti yowona za madandaulo \_\_\_\_\_

Dzina ndi Sayini ya odandaula \_\_\_\_\_

Tsiku: \_\_\_\_\_

#### **4.0 Ngati Dandaulo Silinatsekedwe:**

Komwe dandaulo latumizidwa \_\_\_\_\_

Nambala:	Tsiku lomwe madandaulo atumizidwa:	Dzina la munthu yemwe walembe madandaulo omwe atumizidwa:	Dzina la wa pampando:
			Dzina la mlembi : Dzina la odandaula:

## **CLUSTER GRIEVANCE LOG & RESOLUTION FORM**

### **1.0 Basic Information**

District Name:

Name of School:			Name of Cluster	Date:	
Name of Complainant			Address, Phone & Email	TA& VGE	
Ref No.	Date of Grievance	Name of Person Recording	Grievance/Complaint	Follow-up/Investigation	
				Date	Person Assigned

**2.0 Resolution Made** \_\_\_\_\_  
\_\_\_\_\_

### **3.0 If case is closed, GRM Committee members & complainant to sign below**

CGRM Committee Chair \_\_\_\_\_

Name & Signature of PAP \_\_\_\_\_

CGRM Committee Secretary \_\_\_\_\_

Date: \_\_\_\_\_

### **4.0 If the case is not close:**

Where has the case been referred to: \_\_\_\_\_

Ref No.	Date of Referral:	Official Referring:	Name of Complainant:
			Name of Secretary: Name of Complainant:



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**MERP GRIEVANCE REDRESS MECHANISM**

**DISTRICT REGISTER**

MERP/GRM...../.....

District                      Reference No.

<b>1. Complainant's Information</b>				
<i>(This information must be provided. The identity of complainants will be kept confidential if they request so.)</i>				
Name of Complainant	Name of Cluster	Positions/Organisations (if any)	Address:	Email:
Name of School:	Case Ref. No:		Tel:	TA/VGE:
Please indicate how you prefer to be contacted (e-mail, mobile, etc.):				
<b>2. Brief Description of the Grievance or Complaint:</b>				
<b>3. Previous Efforts to Resolve the Complaint</b>				
(a) Have you raised your complaint with any other authorities/institutions? Yes <input type="checkbox"/> No <input type="checkbox"/>				
(b) If yes (Please, provide the following details) When?				
<ul style="list-style-type: none"> <li>How and with whom the issues were raised:</li> <li>What was the outcome/resolution:</li> </ul>				
(c) If No, why? Or if Outcome was referral from CGRMC:				
(d) What harm do you believe the MERP caused or is likely to cause to you?				
(e) Why do you believe that the alleged harm results directly from MERP?				
(f) Do you have any other supporting documents that you would like to share?				
(g) Outcome at District Committee:				
<b>4.(a) If a referred case, or case recorded at District is closed:</b>				
(i) PAP Signature _____				
(ii) DGRMC Chair _____				
(iii) DGRMC Secretary _____				
<b>4. (b) If the case is not closed, it will be referred to PFGRMC</b>				
(iv) PAP Signature _____				
(v) DGRMC Chair _____				
(vi) DGRMC Secretary _____				
<b>5. Name of the person who completed this form:</b>			Signature:	Date:





Government of Malawi

## MERP GRIEVANCE REDRESS MECHANISM

### PROJECT FACILITATION REGISTER

MERP/GRM...../.....

District

Reference No.

<b>1. Complainant's Information</b>				
<i>(This information must be provided. The identity of complainants will be kept confidential if they request so.)</i>				
Name of Complainant:	Name of District:	Positions/Organisations (if any):	Address:	Email:
Name of School:	Case Ref. No.		Tel:	TA/VGE
Please indicate how you prefer to be contacted (e-mail, mobile, etc.):				
<b>2. Brief Description of the Grievance or Complaint:</b>				
<b>3. Previous Efforts to Resolve the Complaint:</b>				
(a) Have you raised your complaint with any other authorities/institutions? Yes <input type="checkbox"/> No <input type="checkbox"/>				
(b) If yes (Please, provide the following details) When?				
• How and with whom the issues were raised?				
• What was the outcome/resolution?				
<b>(c) If No, why? Or if Outcome was referral from DGRMC</b>				
(d) What harm do you believe the MERP caused or is likely to cause to you?				
(e) Why do you believe that the alleged harm results directly from MERP?				
(f) Do you have any other supporting documents that you would like to share?				
(g) Outcome at District Committee:				
<b>4.(a) If a referred case, or case recorded at district is closed:</b>				
(i) PAP Signature_____				
(ii) PFGRMC Chair_____				
(iii) PFGRMC Secretary_____				
<b>4. (b) If the case is not closed, it will be referred to PFGRMC</b>				
(i) PAP Signature_____				
(ii) PFGRMC Chair_____				
(iii) PFGRMC Secretary_____				
<b>5. Name of the person who completed this form:</b>			Signature:	Date:

## ***Appendix 6: Disaster Risk Management and Emergency Response Plan***



### **Ministry of Education Malawi Education Reform Programme (MERP) Disaster Risk Management and Emergency Response Plan**

#### **Background Information**

Malawi has experienced a variety of man-made and natural disasters which include floods, dry spells, stormy rains, strong winds, hailstorms, landslides, earthquakes, pest infestations, disease outbreaks, fires and ad-hoc accidents. In Malawi, climate variability and climate change impacts and effects are now more pronounced than before, becoming more frequent and increasing in magnitude and spatial distribution. Disasters disrupt learning, people's livelihoods, endanger human life, food and nutrition security, damage infrastructure including school blocks and hinder economic growth and development, among others.

It is with this understanding that this Disaster Risk Management (DRM) and Emergency Response Plan has been prepared to guide local artisans, communities and School Management Committee (SMC) to establish operational procedures for management and response to specific hazards based on risks identified. The six prioritized anticipated hazards include: floods; fire, dry spells and drought; landslides, disease outbreak and pest infestation; strong winds and stormy rains.

**Table 1: Possible mitigation measures for the potential risks**

<b><i>Potential Risks</i></b>	<b><i>Mitigation/Response measures</i></b>
<i>Risk of Flooding</i>	<ul style="list-style-type: none"><li>• Design of classroom blocks and toilets should consider floods mainly in flood prone areas by raising the foundation of the class room block and toilets;</li><li>• Construct classrooms and toilets according to design;</li><li>• Integrate DRM topics including early warning systems in SMC and local artisans training programmes;</li><li>• Enforce construction of classrooms blocks on safer places;</li><li>• Enhance coordination between SMC and Village Civil Protection Committee (VCPC) and also Area Civil Protection Committee (ACPC);</li><li>• Install river line gauges to monitor water levels;</li><li>• Put appropriate warning signs in areas with high risk of safety;</li><li>• Designate evacuation centers, and;</li><li>• Plant trees to prevent excessive run off.</li></ul>
<i>Risk of Fire</i>	<ul style="list-style-type: none"><li>• Provide at least two escaping ways for the buildings;</li><li>• Install smoke detectors if possible;</li><li>• Provide First Aid kit at all times</li><li>• Do not block exit ways with storage staff;</li><li>• Construct fire breaks in the school woodlots and forest areas;</li></ul>

<b>Potential Risks</b>	<b>Mitigation/Response measures</b>
	<ul style="list-style-type: none"> <li>• Designate fire assembly points and label them or place a sign post, and;</li> <li>• Call the Fire Department.</li> </ul>
<i>Risk of Dry spells and drought</i>	<ul style="list-style-type: none"> <li>• The SMC should Collaborate with VCPC and ACPC to develop Drought Management Plan for the school, and;</li> <li>• Drill high yielding boreholes to augment available water supply sources.</li> </ul>
<i>Risk of Land slides</i>	<ul style="list-style-type: none"> <li>• Improve the drainage system by removing debris;</li> <li>• Excavating to unload the top of the slope;</li> <li>• Plant trees to bind the loose soils, and;</li> <li>• Construct a protective berm or wall to buttress the bottom of the slope.</li> </ul>
<i>Disease outbreak; pest infestation;</i>	<ul style="list-style-type: none"> <li>• Promote good hygiene practices to learners and surrounding communities, and;</li> <li>• Engage learners and surrounding communities to report any strange diseases or pest.</li> </ul>
<i>Strong winds and stormy rains</i>	<ul style="list-style-type: none"> <li>• Design the classroom blocks and toilets to withstand strong winds;</li> <li>• Construct classrooms and toilets according to design, and;</li> <li>• Plant trees to act as wind breaks and control excessive run off.</li> </ul>

### **Capacity Building**

The local artisans and SMC should be encouraged to use the available resources and capacity of the area as it is sustainable than looking for external support. The capacity is the combination of all strengths, attributes and resources available within a community, society or organization that can be used to achieve desired goals. Available resources may include oxcarts, bicycles and mobile phones. Strengths within a community include community social groups or structures such as VCPC and Village Development Committee (VDC). A strong coping capacity that is, the combination of all the strengths and resources available within a community, will reduce its vulnerability. Coping capacity is the ability of people, organisations and systems, using available skills and resources, to face and manage adverse conditions, emergencies or disasters.

### **Implementation Arrangement and Coordination**

It should be noted that the success for implementation of this DRM and Emergency Response Plan requires concerted efforts by various stakeholders including school learners, SMC, local artisans, VCPC, District Council, MERP PFT and Ministry of Education among others. The stakeholders have various roles in DRM and there is a need for strong coordination among the key players.

### **Conclusion**

To sum up, it is the primary role of the VCPC and ACPC to respond to disasters at village level and area level respectively and they are mandated to deal with DRM issues hence local artisans and SMC must strongly link with the VCPC and ACPC. When implementing this plan, reference should also be made to other guidelines developed by Government such as DRM Manual, Contingency Plans and Emergency Response Plan in Education Sector among others.

## Appendix 7: Contract Agreement Form

### FORM OF AGREEMENT: LABOUR CONTRACT (SCHOOL MANAGEMENT COMMITTEE & LABOUR CONTRACTOR)

1. THIS AGREEMENT is made on the ..... day of .....(month), 20 .....(year) between.....(SMC) of address ..... (Hereinafter called the “Employer”) on the one part, and ..... (Name of Artisan) of ..... (address). (Hereinafter called the “Artisan”) of the other part, WHEREAS the Employer wishes to have carried out the following Works, viz.:  
.....  
.....  
.....  
and has accepted a tender by the artisan for the construction and completion of such Works and remedying of any defects therein in the sum of ..... (and in words) ..... which shall constitute the contract price.
2. The artisan has been briefed regarding the quality of work required and shall execute the works in accordance with drawings and specifications attached to this contract.
3. The artisans agrees to complete the work within a period to be agreed with SMC from time to time, which shall not exceed .....months.
4. The community agrees to excavate the trench, supply water and materials on time as per artisan’s written request.
5. Payment shall be paid in accordance with the following schedules for each stage of work completed:

	Stage of completion	% of contract	Amount in MK
1	.....	.....	.....
2	.....	.....	.....
3	.....	.....	.....
4	.....	.....	.....
5	.....	.....	.....
	<u>Total</u>	<u>100%</u>	<u>MK.</u>
6. The local authority shall send their own staff to inspect the works and upon written recommendations to the committee by the staff, the artisan may be requested to repair or improve on any or all parts of the work either through the deductions if his/her payment due or compensation to client (School Management Committee).
7. All payments to the artisan will not incur any tax deductions.

8. A work progress certificate will be issued by the community before any payment is made.
9. The contract will be terminated when the artisan fails to complete the work to satisfactory workmanship or on agreement of both parties.
10. We the undersigned parties to this contract have read and understood all the above terms of this agreement and we agree that it shall be effective from .....(date).

**SMC CHAIRPERSON**

Name\_\_\_\_\_ Signature \_\_\_\_\_Date \_\_\_\_\_

**WITNESSED BY**

Name\_\_\_\_\_ Signature \_\_\_\_\_Date \_\_\_\_\_

**ARTISAN**

Name \_\_\_\_\_ Signature \_\_\_\_\_Date \_\_\_\_\_

**WITNESSED BY**

Name\_\_\_\_\_ Signature \_\_\_\_\_Date \_\_\_\_\_

## **Appendix 8: GBV Management and Response Plan**

Prevention of GBV is a multifaceted effort which should deal with or focus on:

1. Women empowerment or agent of change
2. Women participation and capacity to influence decision making
3. Women economic empowerment
4. Increased access to sexual and reproductive health and rights
5. Incorporate men and boys in efforts (as perpetrators, victims and agents of change)
6. Social gender norms and behaviour transformation (challenging gender stereotyping).

The specific prevention measures have been included in a GBV Management plan to ensure the implementation of actions in this regard and to allow for close monitoring of the artisans.

<b>Activities</b>	<b>Action party</b>	<b>Responsibilities</b>
Stakeholder engagement	MERP PFT; District Social Welfare Office (DSWO)	<ul style="list-style-type: none"> <li>• Identify GBV service providers in the area.</li> <li>• Identify vulnerable groups within the community.</li> <li>• Inform community members about the details of the project and the GBV risks associated with the project.</li> <li>• GBV training including what to do in case of grievance.</li> </ul>
GBV training for GRMC, artisans and staff, consultants and adjoining community members	MERP PFT; Artisans; DSWO	<ul style="list-style-type: none"> <li>• Training and sensitisation of all workers associated with the project on GBV and how the project can contribute to GBV risks.</li> <li>• Training and sensitisation of adjoining communities on GBV risks, channels to report GBV incidents and services available for GBV survivors.</li> </ul>
CoC signed and understood	MERP PFT; Artisans	<ul style="list-style-type: none"> <li>• Ensure requirements in the CoCs are clearly understood by those signing.</li> <li>• Have the CoCs signed by all those with physical presence in the site.</li> <li>• Train construction workers on the behaviour obligation under the CoCs.</li> </ul>
Handling GBV complaints (including support of survivors)	GRMC	<ul style="list-style-type: none"> <li>• GRMC to ensure confidential complaint uptake mechanisms are in place.</li> <li>• The GBV cases should be immediately reported to the Police (Victim Support Unit), District Social Welfare Office, psychosocial support institutions working in the project area or district.</li> </ul>
Provision of separate, safe and easily accessible facilities for women and men working on the site	MERP PFT; Artisans	<ul style="list-style-type: none"> <li>• Ensure construction sites have separate facilities like toilets and/or bathrooms for men and women.</li> </ul>
Monitoring and reporting	MERP PFT; Artisans; DSWO	<ul style="list-style-type: none"> <li>• Selection of monitoring indicators (such as: No. of reported cases of GBV; Resolved cases and time it took to address the complaints, No. of workers that have attained GBV training courses; No./percentage of workers that have signed CoC and No. of GBV cases that were referred to the GBV service provider).</li> <li>• Ensure new risks are uncovered and mitigated.</li> </ul>

## ***Appendix 9: Code of Conduct for Contracted Artisans***

Contracted artisans under the MERP will be required to prepare a CoC in relation to child protection among others that they shall be following when undertaking construction works. These rules shall be made to be part of the assessment criteria when selecting the artisans. A satisfactory CoC will contain obligations on all project staff (including sub-contracted artisans and day workers) that are suitable to address the following issues, as a minimum. Additional obligations may be added to respond to particular concerns of the region, the location and the project sector or to specific project requirements. The issues to be addressed include:

1. Compliance with applicable laws, rules, and regulations of the jurisdiction;
2. Protection of children (including prohibitions against abuse, defilement, or otherwise unacceptable behaviour with children, limiting interactions with children, and ensuring their safety in project areas);
3. Sexual harassment (for example to prohibit use of language or behaviour, in particular towards women or children, that is inappropriate, harassing, abusive, sexually provocative, demeaning or culturally inappropriate);
4. Violence or exploitation (for example the prohibition of the exchange of money, employment, goods, or services for sex, including sexual favours or other forms of humiliating, degrading or exploitative behaviour);
5. Compliance with applicable health and safety requirements (including wearing prescribed PPE, preventing avoidable accidents and a duty to report conditions or practices that pose a safety hazard or threaten the environment);
6. The use of illegal substances;
7. Non-Discrimination (for example on the basis of family status, ethnicity, race, gender, religion, language, marital status, birth, age, disability, or political conviction);
8. Interactions with community members (for example to convey an attitude of respect and non-discrimination);
9. Sanitation requirements (for example, to ensure workers use specified sanitary facilities provided by their employer and not open areas);
10. Avoidance of conflicts of interest (such that benefits, contracts, or employment, or any sort of preferential treatment or favours, are not provided to any person with whom there is a financial, family, or personal connection);
11. Respecting reasonable work instructions (including regarding environmental and social norms);
12. Protection and proper use of property (for example, to prohibit theft, carelessness or waste);
13. Duty to report violations of this Code, and;
14. Non-retaliation against workers who report violations of the Code, if that report is made in good faith.

The CoC should be written in local and plain language, and signed by each worker to indicate that they have:

- Received a copy of the code;
- Had the code explained to them;
- Acknowledged that adherence to this CoC is a condition of employment, and;
- Understood that violations of the Code can result in serious consequences, up to and including dismissal, or referral to legal authorities.

### ***Appendix 10: Child Safety Management Plan***

In School Communities, there will be many instances that might expose children and young people to construction workers that may lead to child safety risks. These forms of child risks could be in the form of SAE, accidental harm, physical abuse, Psychological / emotional Abuse and online abuse.

<b>Type of Risk</b>	<b>Management of Risk</b>	<b>Action Party</b>
Recruitment of inappropriate personnel	<ul style="list-style-type: none"><li>• Child safety training</li><li>• Reference checking</li><li>• Pre-screening interviews</li><li>• Criminal history checks</li><li>• Working with children checks</li><li>• Probation period</li></ul>	Artisan
Grooming	<ul style="list-style-type: none"><li>• Code of conducted</li><li>• Training for all staff, volunteers, leaders etc.</li></ul>	Artisan, District Social Welfare Office
Use of images or video of children and young people without parental consent	<ul style="list-style-type: none"><li>• CoC.</li><li>• Training for all staff, volunteers, leaders etc.</li><li>• Photo and video policies.</li></ul>	Artisan
Misconduct unreported and failure to address behaviour surrounding misconduct	<ul style="list-style-type: none"><li>• Training for all staff, volunteers, leaders etc.</li><li>• CoC and child protection policies.</li><li>• Procedures and protocols responding to misconduct.</li></ul>	Artisan
Unsafe environment leading to occurrence of accidents	<ul style="list-style-type: none"><li>• First aid kit must be readily available on site.</li><li>• Appoint first aid officers.</li><li>• Conduct risk assessment of all construction activities and identify risks management options.</li></ul>	Artisan



## ***Appendix 11: COVID-19 Construction Site Prevention Guidelines***

The proposed construction activities are likely to continue during the restrictions likely to be in place due to COVID-19. Artisans operating during the COVID-19 pandemic should ensure all possible steps are taken to protect their workforce and to minimise the spread of the infection. This guidance is based on World Health Organization (WHO)'s key messages for infection prevention and control, and illustrates some basic measures and principles to be followed in this scenario. This guidance does not encompass all aspects of health and safety and should be seen a complement of standard health and safety policy in place for all construction projects, rather than a standalone document. The main underlying approaches are:

- Reduce access to site;
- Adapt work plan and activities to reduce close contact;
- Increase overall level of hygiene of the site;
- Prioritise health and safety of staff, workers and their surrounding communities; and
- Increase awareness of the workforce.

### **Access to Construction Sites**

- Only essential visitors (workers, supervisors, and managers) should be allowed on site;
- Programme or monitoring visits should be reduced to the minimum and should be planned when workers are not on site (i.e. lunch or prayer time);
- Fence off the construction site to ensure no one can enter or approach the workers without authorisation;
- Entry and exit gates should be clearly marked and guarded;
- Body temperature should be measured for all persons entering the site;
- Allow enough space for people to queuing in a safe manner at the entrance of the site while they wash their hands and get screened;
- Ensure there are sufficient hand washing stations at the entrance and that they have water and soap, as well as clearly display signs requesting persons entering to wash their hands;
- Provide adequate hand-washing stations with water and soap or an alcohol-based hand sanitizer (min. 60% alcohol). Ensure water and soap are topped up regularly;
- Clean the hand washing facilities regularly during the day, establishing a clear cleaning plan;
- Anyone falling in one of the following categories should not be allowed on site:
  - Has a family member suspected COVID-19 patient living in the same household or self-isolating, or if s/he has got in close contact with a confirmed COVID-19 patient in the previous two weeks. S/he should not report on site and self-quarantining at home for two weeks;
  - Is showing one or more symptoms related to COVID-19 (high temperature, new persistent cough, shortness of breath). S/he should not report on site, stay home and self-isolate or seek medical care in case of severe symptoms;
  - Is a vulnerable person (by virtue of age, clinical or health condition or pregnant).
- All persons should wash or clean their hands before entering and leaving the site;

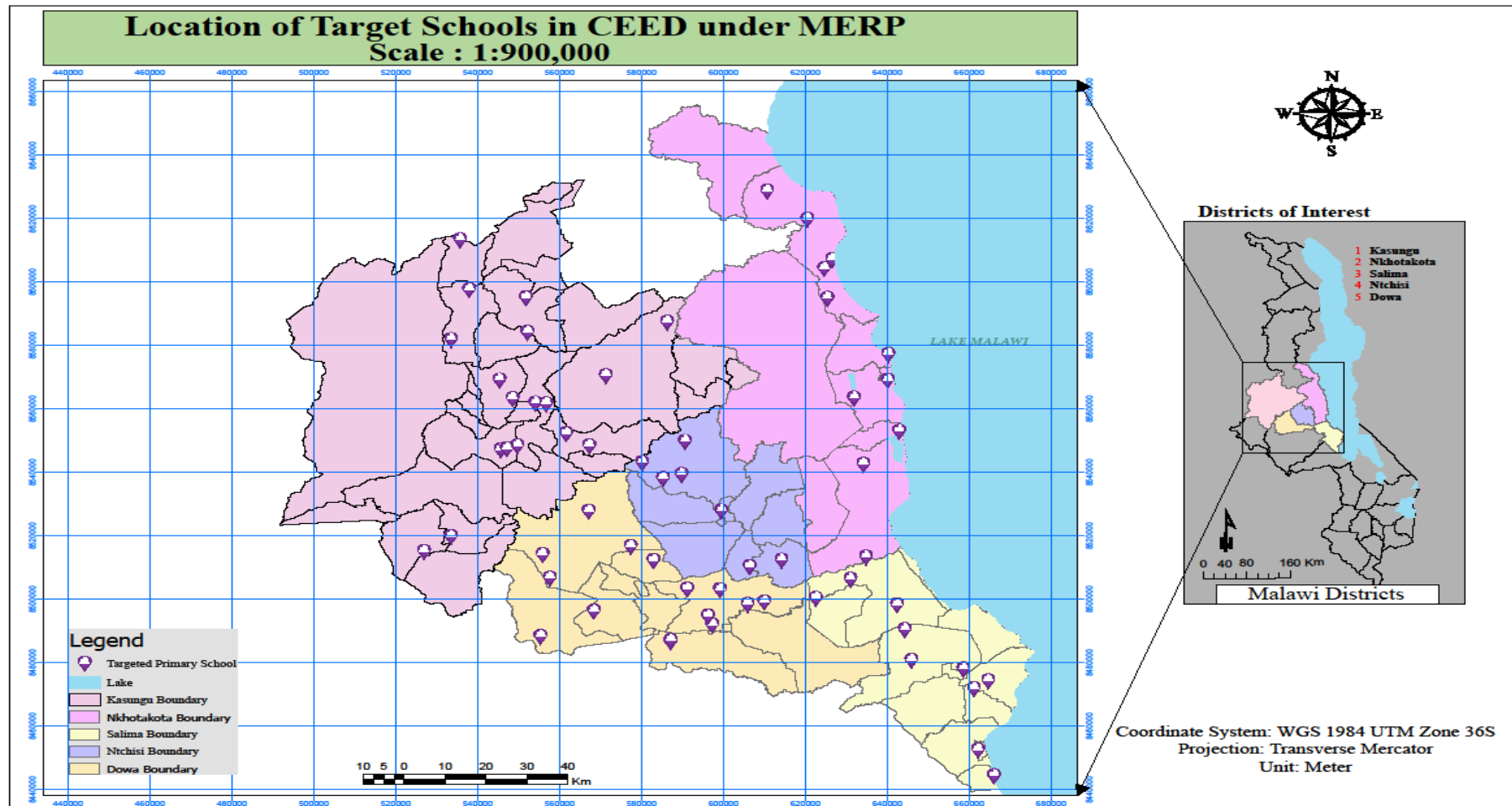
- Workers should be encouraged to reach the site using individual modes of transportation and avoid public transport when possible.

### **During construction**

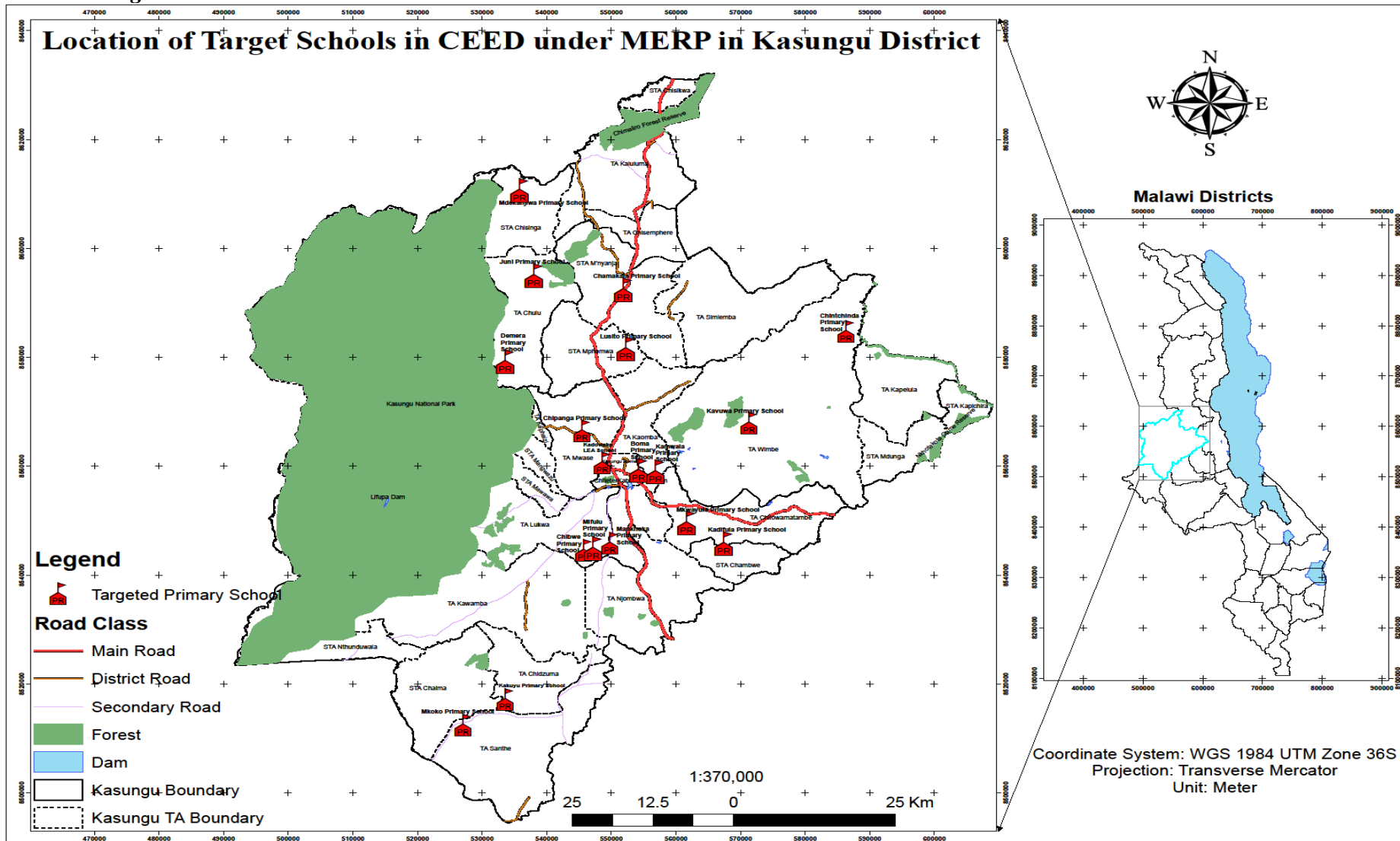
- An orientation on COVID-19 should be provided to all workers, including description of the disease, symptoms, transmissibility, severity and WHO's key prevention messages to be followed on site, public spaces as well as in their homes;
- Prevention messages should be printed and clearly displayed on site. Consider providing an additional printed copy of the key prevention messages for all workers to disseminate in their families (and communities);
- Workers should be clearly informed on protocols to follow in case they or their family members get sick;
- To the most possible extent, workers should maintain physical distance of two metres from others at all times. Performing activities that must be conducted in close proximity should be avoided when possible. If these activities must take place, workers should wear masks;
- If possible, construction crews should be segregated and tasks allocated so they do not overlap. It is suggested to establish crew shifts to be also applied for break, lunch and pray time;
- If a worker develops COVID-19 symptoms on site, the following actions should be followed:
  - Avoid touching anything;
  - Cough and sneeze into a tissue and put it in a closed bin, or in their flexed elbow in case they do not have tissues;
  - Return home and self-isolate, or seek medical care in case of severe symptoms;
  - All surfaces and tools s/he may have recently touched should be cleaned and disinfected.
- In spaces where queuing may happen (including latrines and hand washing stations), consider marking safe distance of two metres;
- Meetings on site should be avoided at all times. Instruction to workers should be given in open spaces and maintaining physical distance;
- When receiving and unloading goods and construction materials, workers should always keep distance from the drivers. When possible, drivers should remain in their vehicles. If drivers must unload the goods for safety reasons, they should do so without the help of the workers and they should wash or clean their hands before and after. Any contact between deliverers and receivers should be avoided (including delivery papers and pens for signature, etc.). It is recommended that everyone needing to sign paperwork have their own pen or wash their hands after.
- Advice workers to wash their clothes frequently (daily if possible).

## Appendix 12: Location Maps for the Target Schools in CEED

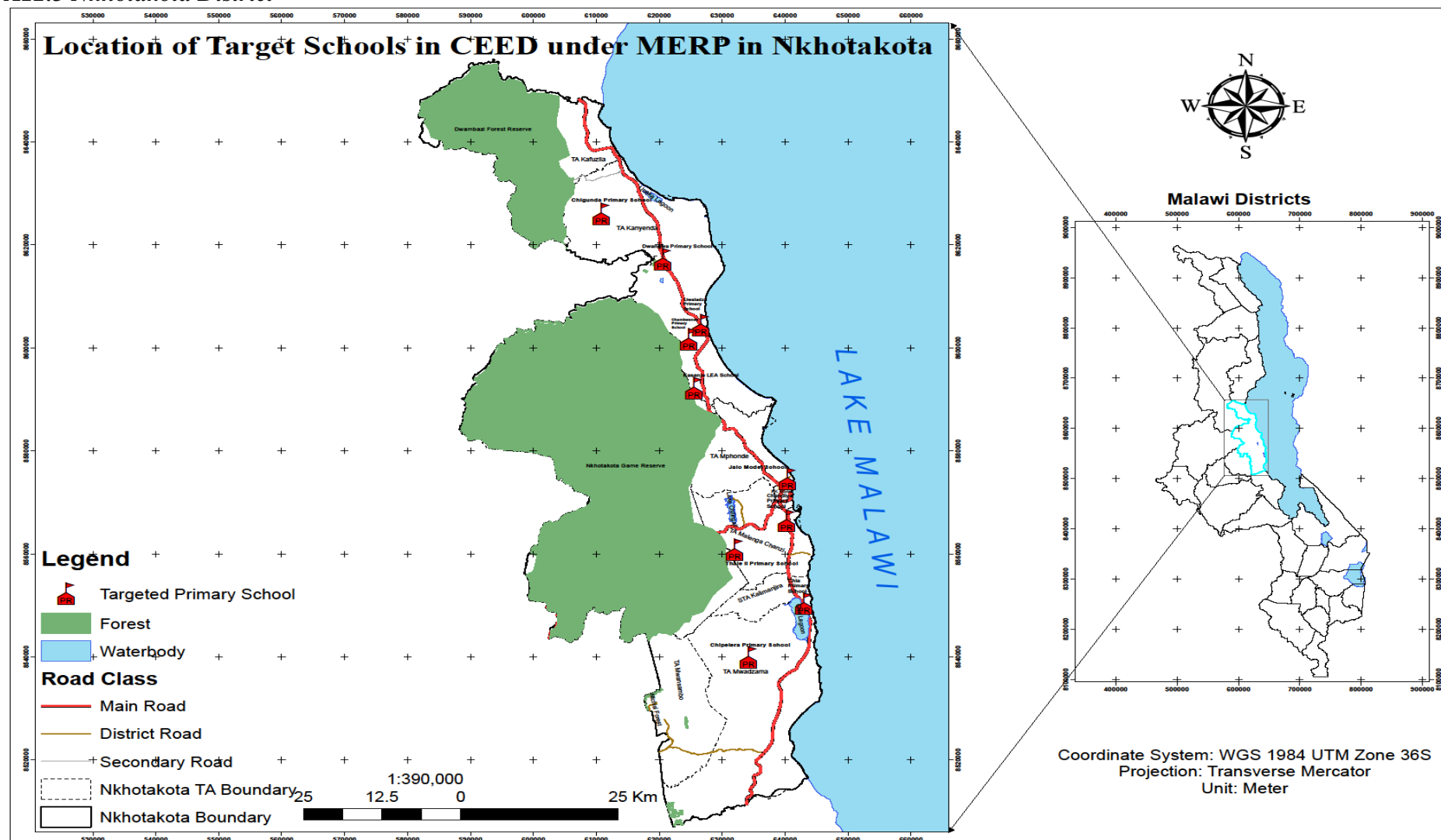
### A12.1: CEED Districts (Kasungu, Nkhonakota, Salima, Ntchisi and Dowa)



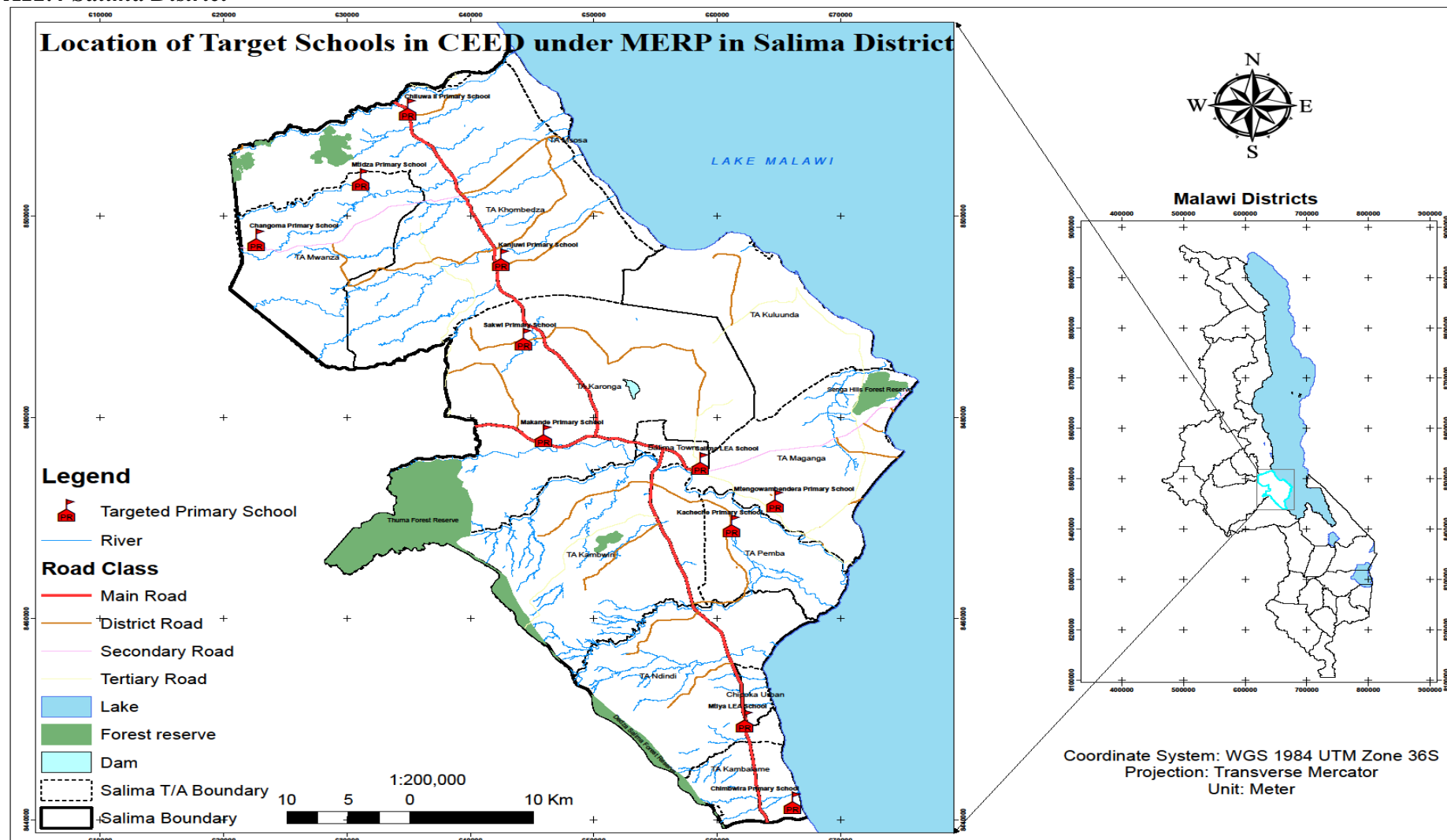
### A12.2 Kasungu District



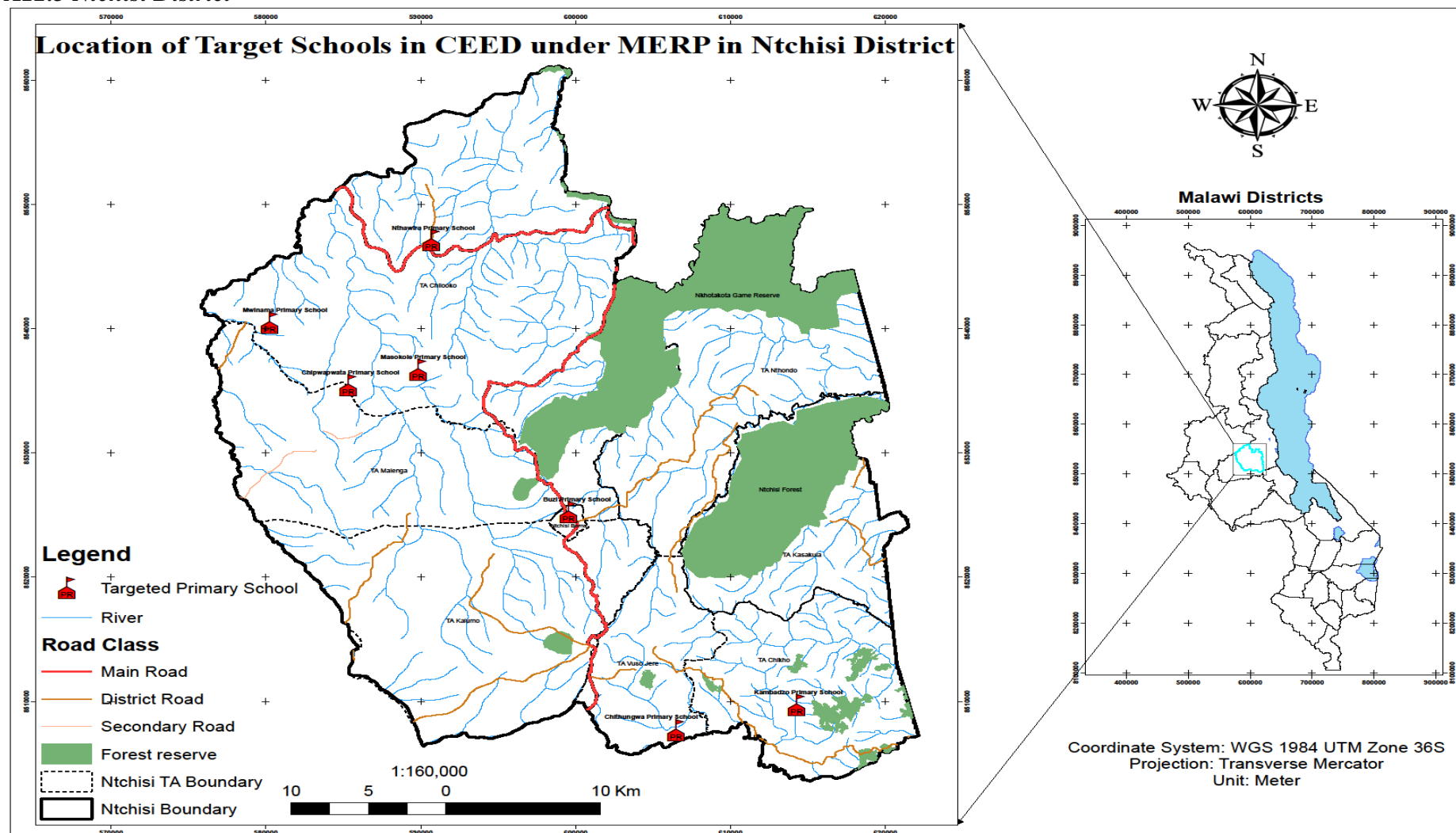
### A12.3 Nkhotakota District



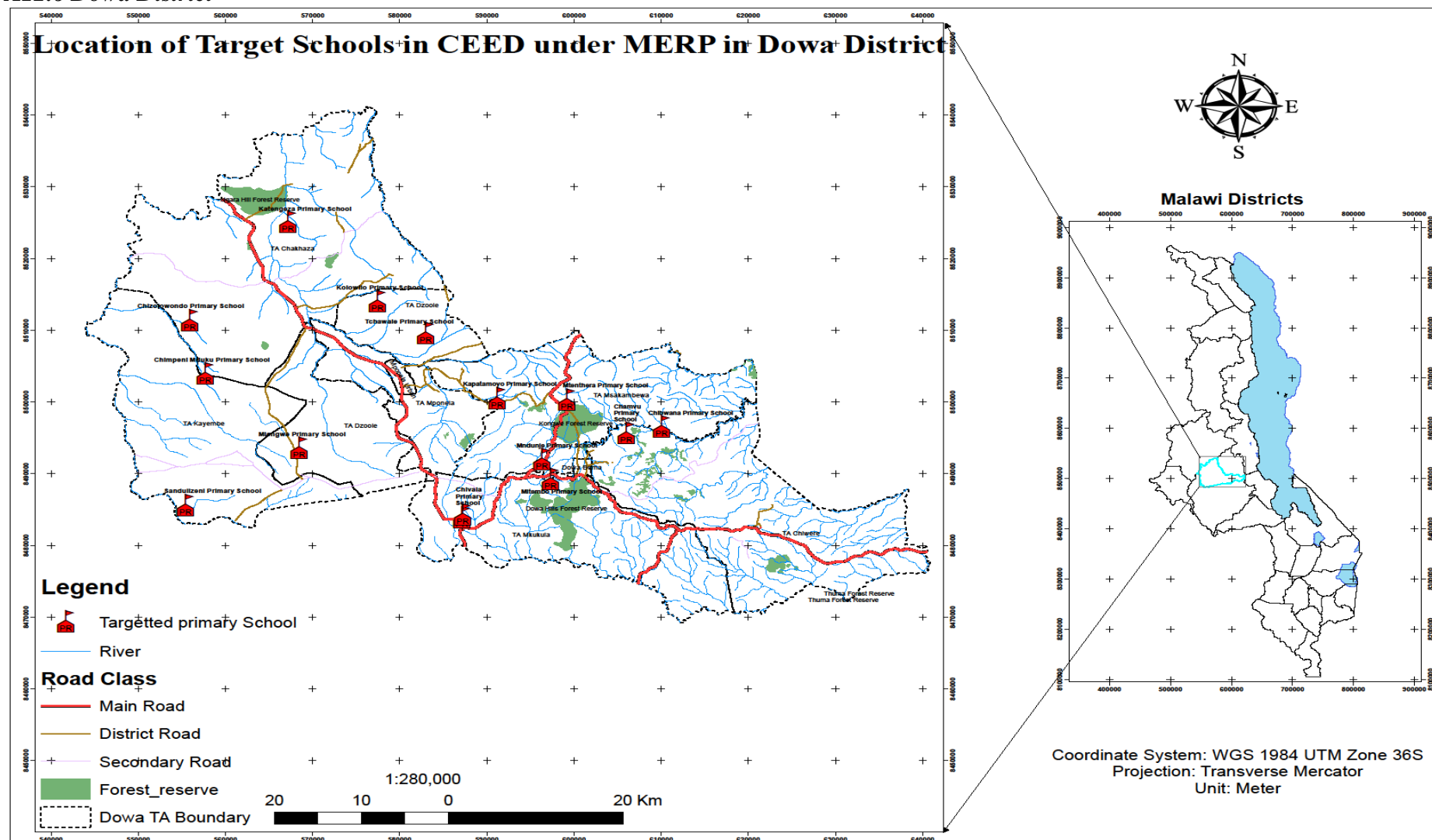
#### A12.4 Salima District



## A12.5 Ntchisi District



## A12.6 Dowa District





### *A13.1: Floor Plan for the Classroom Block*



**SECTION B-B**  
SCALE: 1/50 ON A3

**ROOF PITCH 12%**

25 gauge ridge plate

25g corrugated iron roof sheets on 100x50mm s/s batten and preservative treated trusses to Engineer's drawing

Trusses to rest on 200x50 treated s/s wall plate

200 x 250 mm Air Vent above ring beam

6mm Soft wood Plywood board

200x250mm Ring beam to Eng detail

**SUPERSTRUCTURE/WALLS**

200 x 400 x 250mm s/s cement hollow blocks filled with lean concrete, 10mm 1:4 mortar between blocks

all walls to have brick force wire every fourth course

externally to be painted, apply brick sealer, paint as schedule

internally finished in the putty render plaster pointed

200x250mm r/c conc ring to Structural Engineer's design and specification

CHALKBOARD

CLASSROOM

Pressed steel prefabricated

CONC. window sill

Slabbing formed by turning up sored 100mm high against wall. Radius at all 100 floor 30mm

Open channel TWS finished with 12mm c/s scribed 10 mm

**FLOOR**

20mm cement/sand floor screed on 75mm thick 100mm s/s conc. floor slab reinforced with 400 mesh wire cast in place with construction joints between bays on

25g slump proof render laid on 50mm sand binding on

100mm consolidated hardcore layer

**FOUNDATION**

100mm strip conc. Foundation footing. Refer to Engineer's drawing

14 mm hollow conc. block Foundation walls filled with lean concrete

column Foundation depth = 100

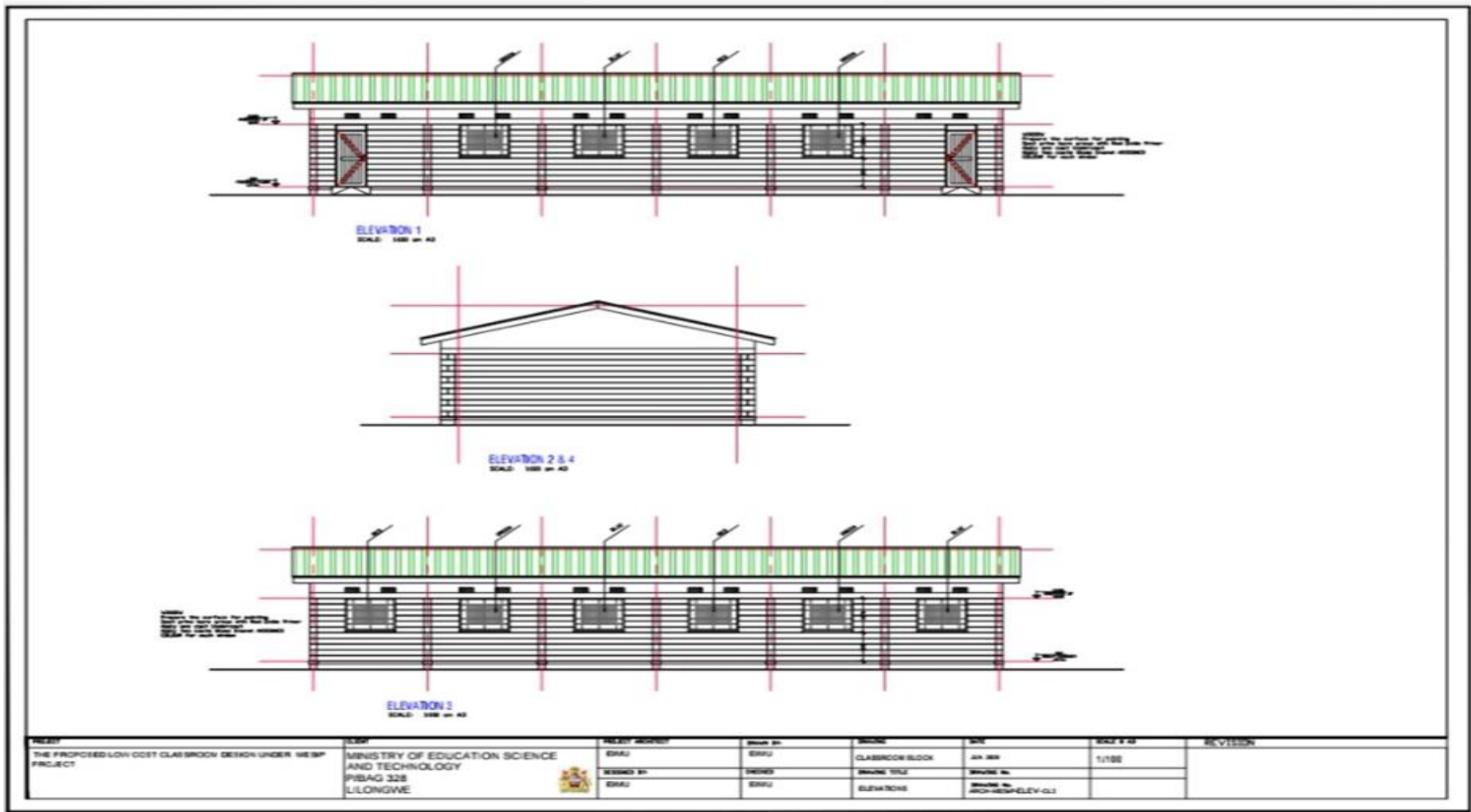
14 c/s plaster to face of external Foundation wall and painted black bituminous paint

**FLOOR**

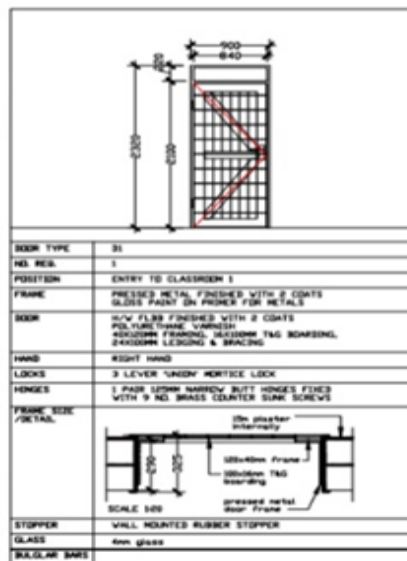
20mm cement/sand floor screed on 100mm thick 100mm s/s conc. floor slab reinforced with 400 mesh wire 25g slump proof render laid on 50mm sand binding on

100mm consolidated hardcore layer

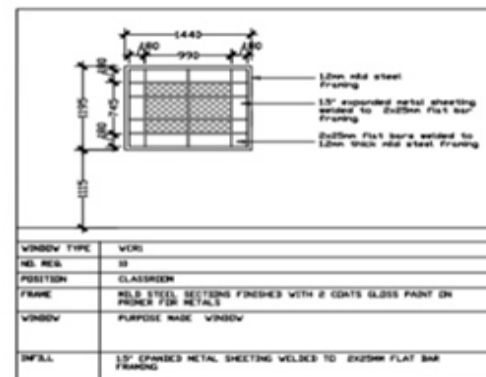
A13.3: Elevation of the Classroom Block



### A13.4: Window and Door Designs for the Classroom Block



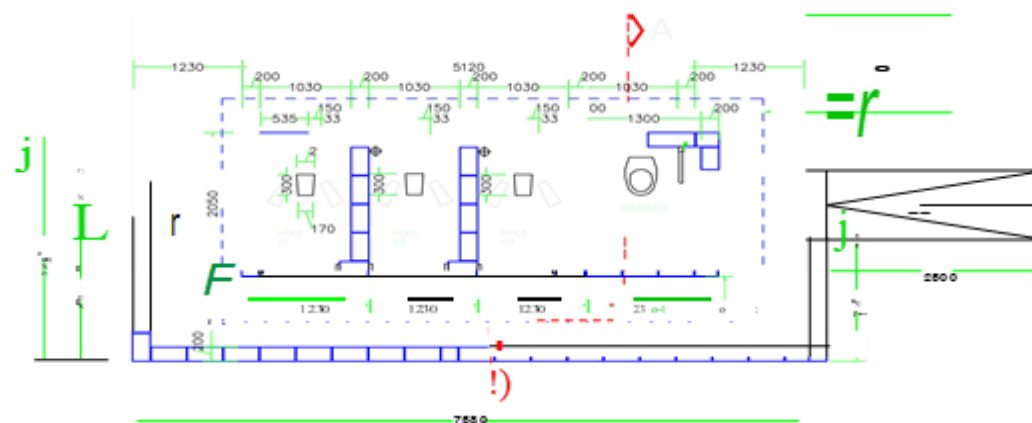
DOOR SCHEDULE  
SCALE 1:50



WINDOW SCHEDULE  
SCALE 1:50

PROJECT	CLIENT	PROJECT ADDRESS	DESIGN BY	DESIGN	DATE	SCALE & NO.	REVISION
THE PROPOSED LOW COST CLASSROOM DESIGN UNDER NESIP PROJECT	MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY P/BAG 328 LILONGWE		ERFU	CLASSROOM BLOCK	JAN 2011	1/50	
			DESIGNED BY: ERFU	DRAWN BY: ERFU	DRAWING NO. ARCHITECTURE NO. ARCHITECTURE SCHEDULE CL-1		

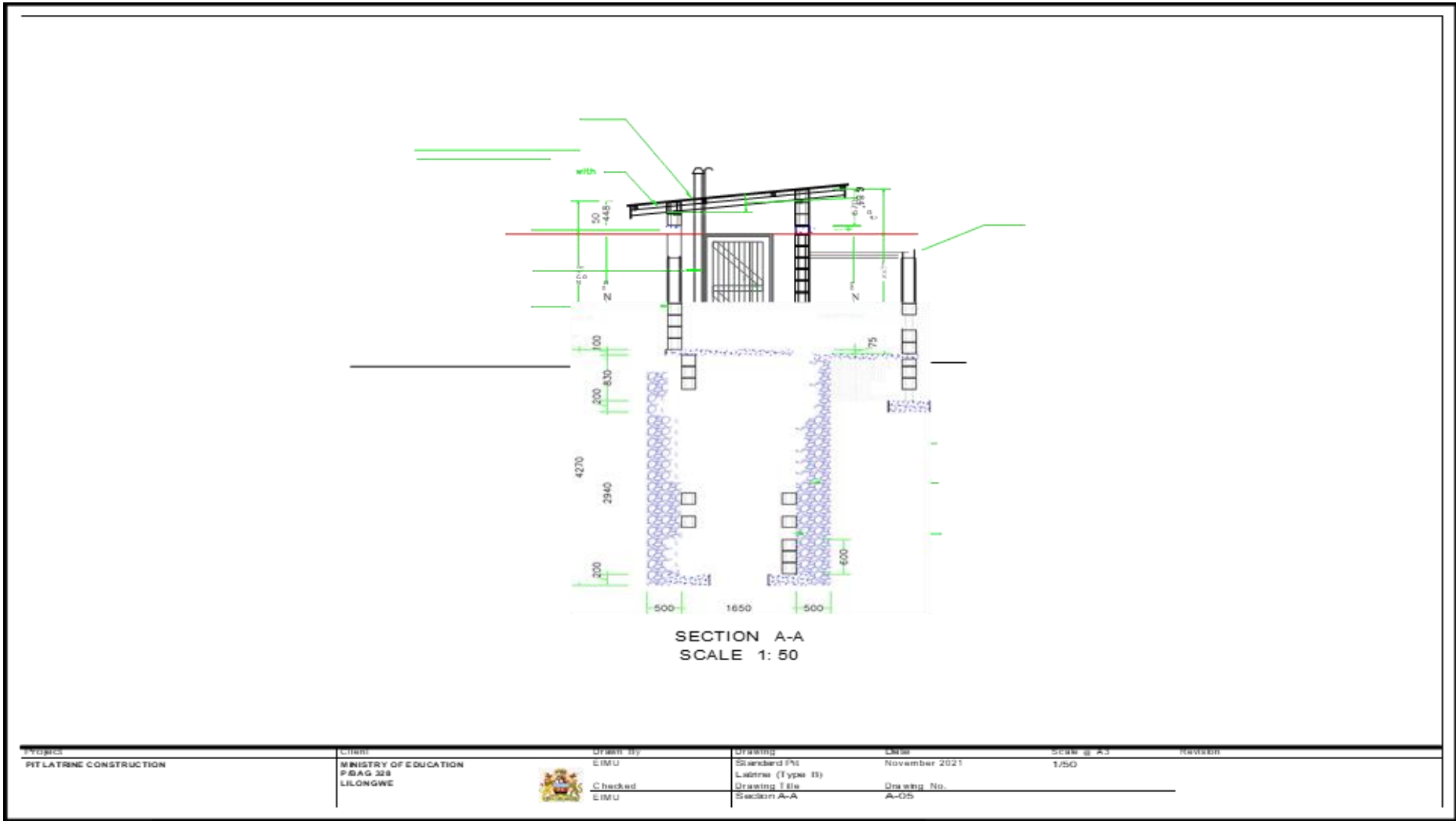
### A13.5: Floor Plan for Boys' Latrines



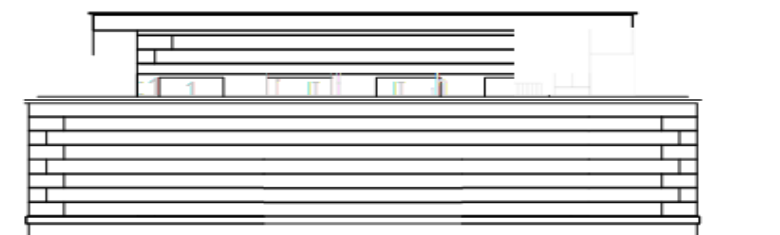
FLOOR PLAN  
SCALE 1: 50

Project	Client	Drawn by	Drawing	Date	Scale	Revision
PIT LATRINE CONSTRUCTION	MINISTRY OF EDUCATION PS/AG 308 LILONGWE	EIMU	Standard Pit Latrine (Type II)	November 2021	1/50	
		Checked	Drawing Title	Drawing No.		
		EIMU	Floor Plan	A-04		

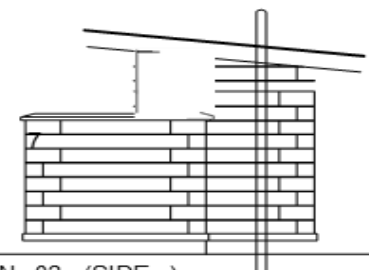
A13.6: Cross-section View for the Boys' Latrines



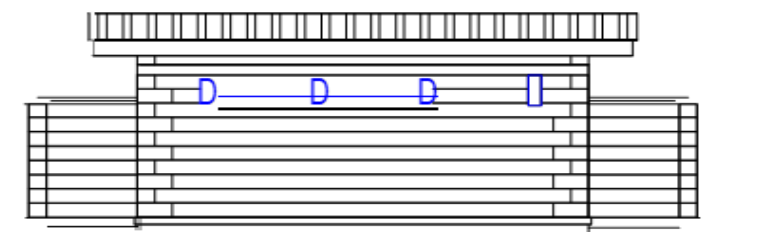
### A13.7: Elevation for the Boys' Latrines



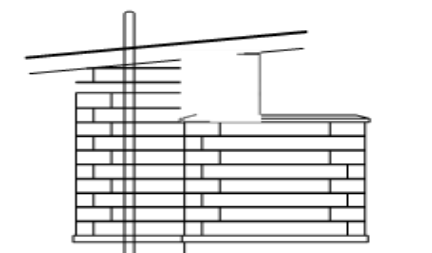
ELEVATION 01 (FRONT  
)  
SCALE 1: 50



ELEVATION 02 (SIDE )  
SCALE 1: 50



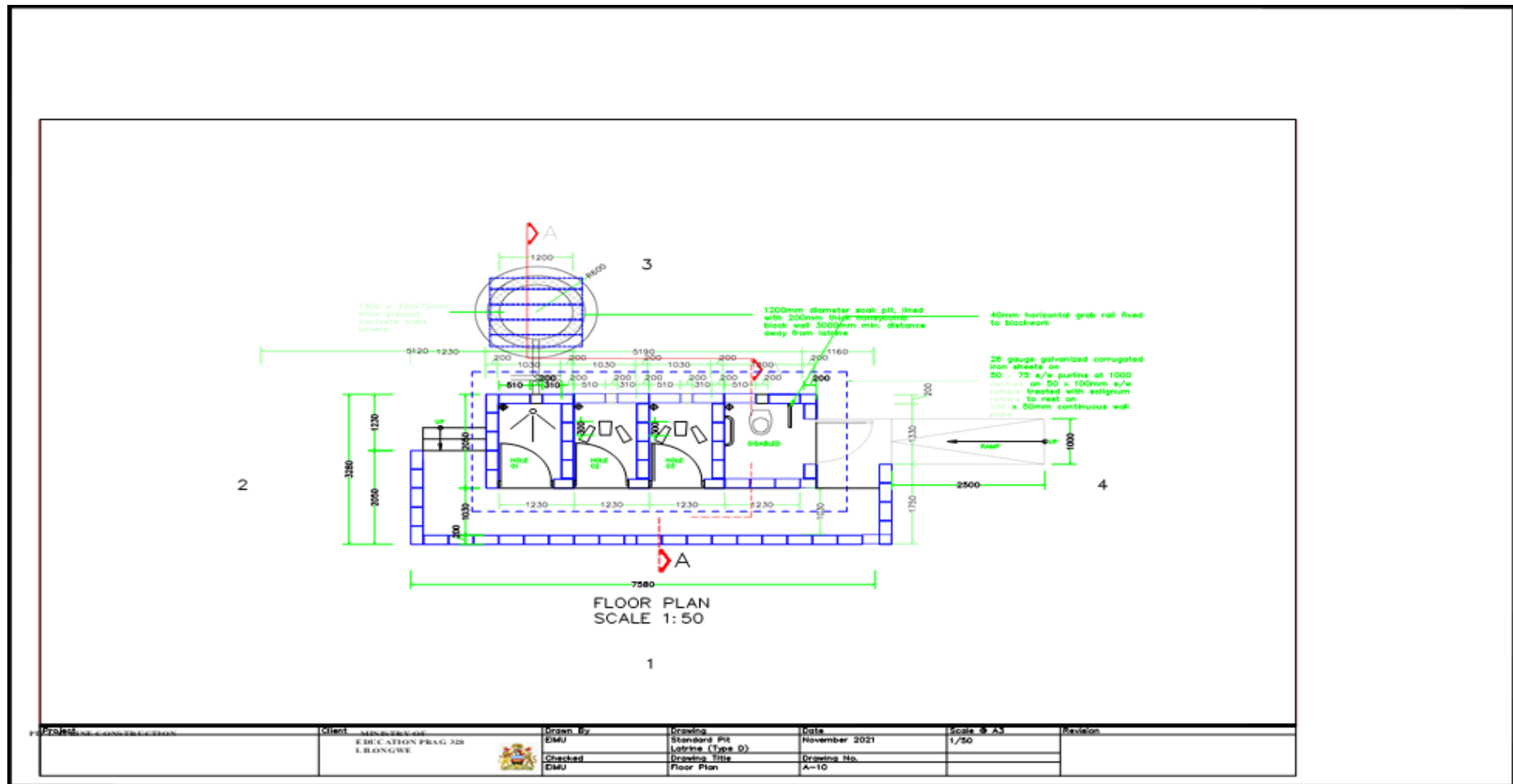
ELEVATION 03 (BACK )  
SCALE 1: 50



ELEVATION 04 (SIDE )  
SCALE 1: 50

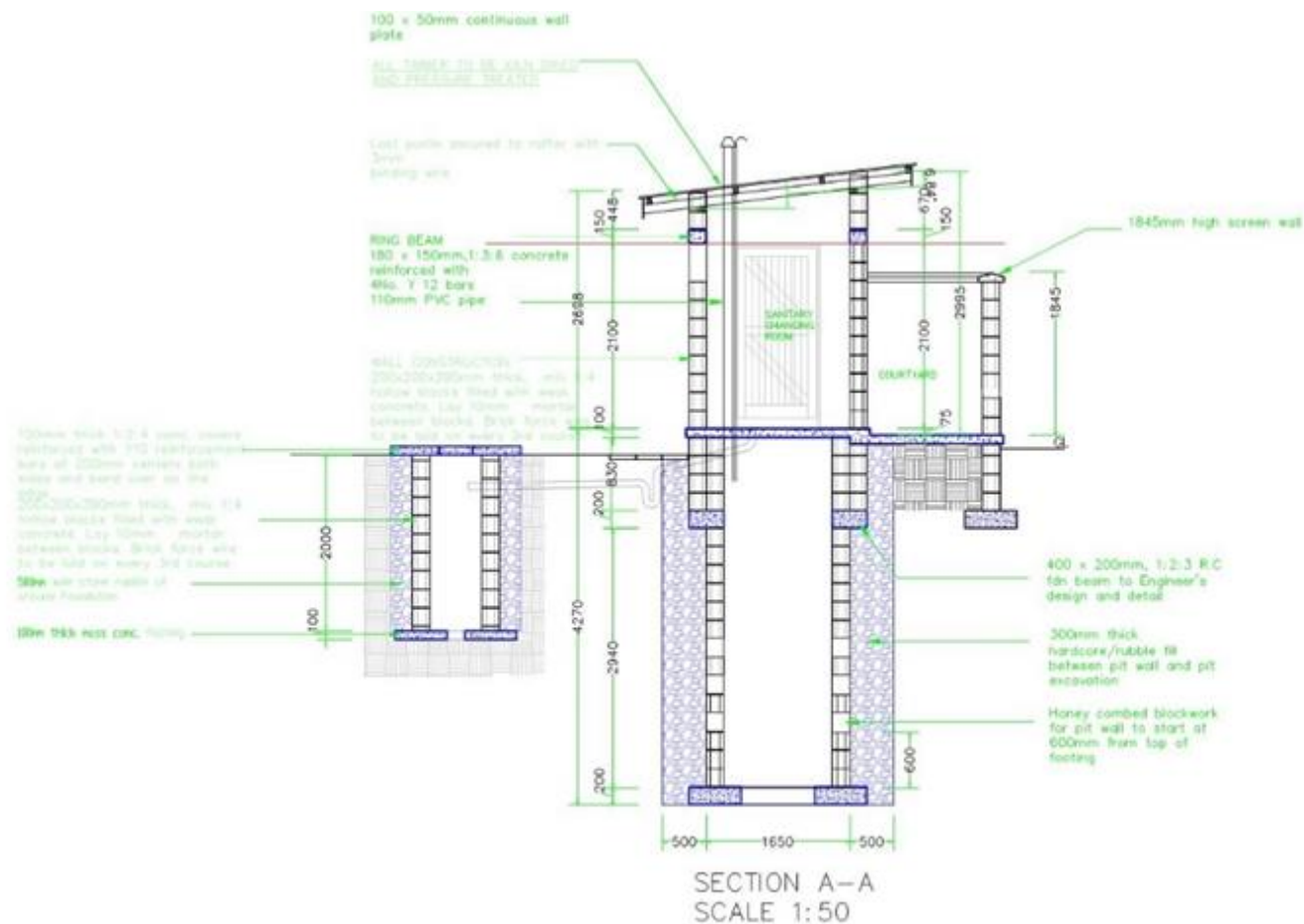
Project	Client	Drawn By	Drawing	Date	Scale	Revision
PIT LATRINE CONSTRUCTION	MINISTRY OF EDUCATION P/BAG 328 LILONGWE	EMU	Standard Pit Latrine (Type B)	November 2021	1/50	
		Checked	Drawing Title	Drawing No.		
		EMU	Elevations	A-08		

### A13.8: Floor Plan for Girls' Latrines

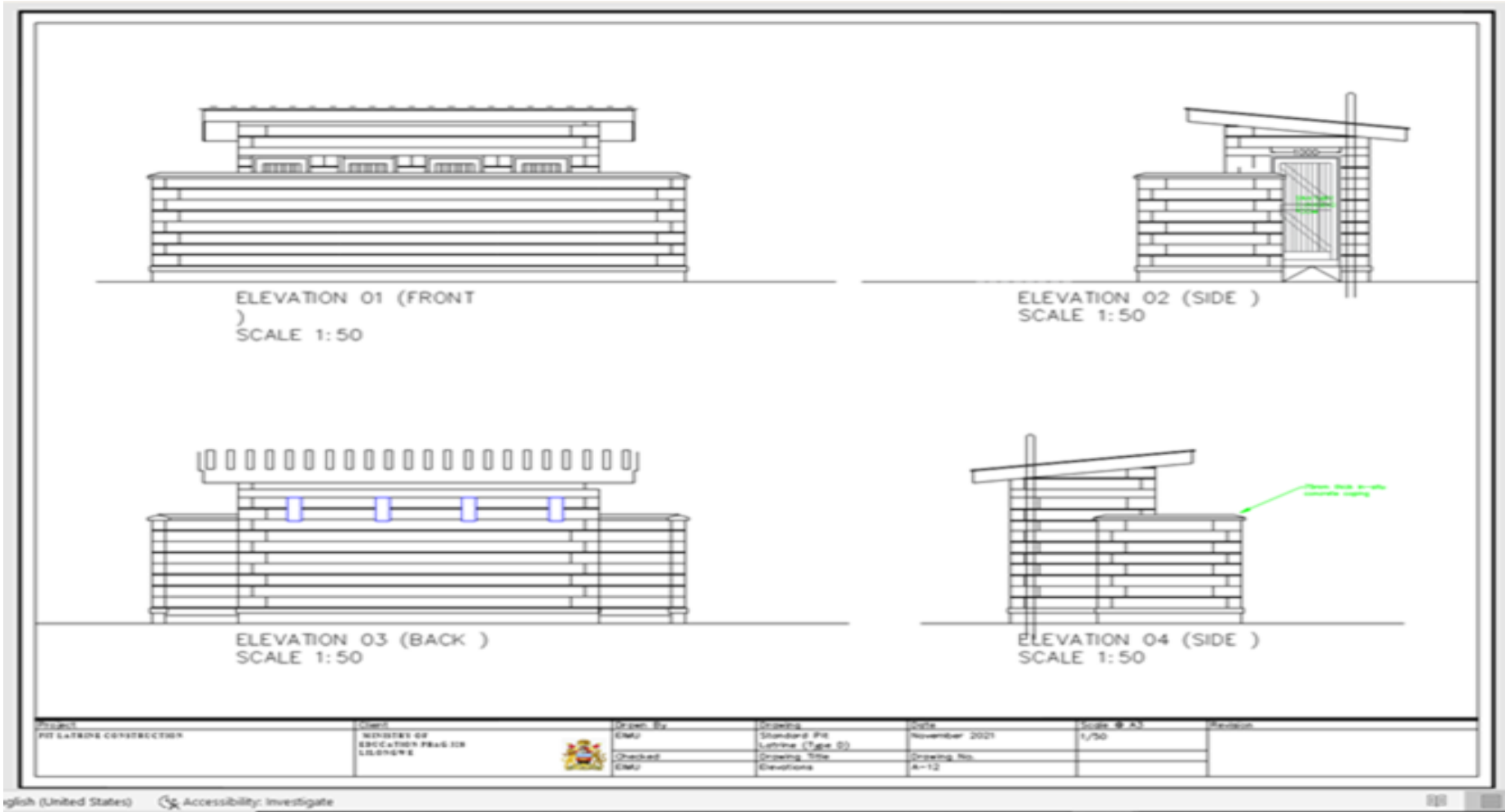




***A13.9: Cross-section View for the Girls' Latrines***



A13.10: Elevation for the Girls' Latrines



**Appendix 14: List of Names of Individuals Consulted in the District Councils of Kasungu, Nkhatakota, Salima, Ntchisi and Dowa**

SN	Name of Officer	Designation/Position	Contacts Numbers
<b>Kasungu District Council</b>			
1	Herbert Bolokonya	Environmental District Officer	0999227693
2	Davie Chigwenembe	Director of Public Works	0994349300
3	Olive Panyanja	District Labour Officer	0999285554
4	Charles Lungu	Acting District Forestry Officer	0991567821
5	Mercy Mkinga	Assistant Lands Officer	0999660039
6	Charles Mwenda	District Water Development Officer	0993182590
7	Owen Mwale	Chief Primary Education Advisor	0999257424
8	James Mathiya	District Youth Officer	0995509453
9	Francis Chibwe	MERP Desk Officer	0888602041
10	Enock Bimphi	MERP Desk Officer	0888070099
11	Louis Mhango	MERP Desk Officer	0995682801
<b>Nkhotakota District Council</b>			
1	Jane Kayira	Environmental District Officer	0991248304
2	George Zibophe	District Forestry Officer	0999609739
3	Joseph Phiri	District Water Development Officer	0991629282
4	Joseph Mbukwa	Senior Assistant Labour Officer	0993265566
5	Limbani Msokera	Assistant Social Welfare Officer	0995716442
6	Langston Mlozoa	District Clerk of Work	0999313802
7	Precious Kondowe	District Lands Officer	0992414200
8	Oswald Mkhwa	Water Resources Officer	0999270961
9	Innocent Banda	Intern (Environmental District Office)	0992947576
10	Abanson Mwale	District Youth Officer	0999273399
11	Scholar Mwamlima	Gender Development Officer	0999074265
12	Alick Munthali	Acting Director of Planning and Development	0995432959
13	Godfrey Kubwense	Chief Education Officer	0881084864
14	Moses Mataka	MERP Desk Officer	0999286244
15	Mussa Kapanda	MERP Desk Officer	0993440911
<b>Salima District Council</b>			
1	Kelvin Harawa	Director of Planning and Development	0888697451
2	Felix Kipandula	District Land Officer	0888743513
3	Samuel Chimowa	Environmental District Officer	0997732086
4	Edgar Kasiyafumbi	District Social Welfare Officer	0999443580
5	McDirrex Chavala	District Labour Officer	0999422353

6	Friness Samaliya	District Gender Development Officer	0999210426
7	Adam Jason	District Forestry Officer	0881022055
8	Franklin Simbeye	Intern (District Water Office)	0881311347
9	Harris Kumwenda	Director of Public Works	0999913694
10	Saulos Namani	Chief Education Officer	0999804029
11	Ackim Duncan	MERP Desk Officer	0996445405
12	Dickson Kaunda	MERP Desk Officer	0999655096
<b>Ntchisi District Council</b>			
1	Ronnex Banda	District Education Manager	0999561022
2	Felix Kimu	Land Resource Conservation Officer	0999615551
3	Jim Lukwale	District Forestry Officer	0999599852
4	Anne Chazema	Primary Education Advisor	0999342278
5	Titani Kantayeni	MERP Desk Officer	0991342323
6	Maxwell Chiphwanya	MERP Desk Officer	0995366571
<b>Dowa District Council</b>			
1	Yusuf Laki	Environmental District Officer	0999223809
2	Macmillan Maziya	District Education Sports Officer	0999394141
3	Esan Kalele	Monitoring and Evaluation Officer	0998716680
4	Jackson Manda	District Irrigation Officer	0999615073
5	Deborah Mushali	District Forestry Officer	0999271956
6	Watson Jali	Land Resource Conservation Officer	0996043117
7	Timothy Banda	District Water Officer	0999226957
8	Jackson Manda	District Irrigation Officer	0999615073
9	Lezius Banda	District Lands Officer	0995910661
10	Josepy Luwesya	Environmental Health Officer	0999490119
11	Charles Zangaphe	MERP Desk Officer	0888839574
12	Dyna Magombo	MERP Desk Officer	0999385480

*Appendix 15:Semi-Detached House specific and materials schedule*

**SEMI - DETACHED HOUSE SPECIFICATION AND MATERIALS SCHEDULE**

DESCRIPTION	UNIT	QTY
<b><u>SUB STRUCTURE</u></b>		
<b><u>Strip Concrete Footing (1:3:6) mix (17.95m3)</u></b>		
Sand (Community Contribution)	m3	8.08 (12.28tonnes)
Quarry stone	m3	16.33 (26.14tonnes)
Cement	50Kg pocket	81
<b><u>100mm Thick Concrete Slab (1:2:4) mix (180.92m2)</u></b>		
Sand	m3	8.14 (12.37 tonnes)
Quarry stone	m3	16.28 (26.05 tonnes)
Cement	50Kg pocket	116
A98 Mesh - 60m roll	Roll	1.5
500 microns Damp Proof Membrane (DPM) 60m Roll	Roll	2
Broken stones hardcore (Community Contribution)	m3	27.14
100 x 50mm softwood timber (5.54m)	No.	24
Wire Nails (4")	Kg	10
Wire Nails (3")	Kg	10
Soil Guard Termite Poison	Litres	10
<b><u>Block Work in (cement and sand mortar 1:4 mix)</u></b>		
200 x 200 x 400mm Cement Blocks	No.	2886
Sand	m <sup>3</sup>	4.15 (6.30 tonnes)
Cement for laying blocks and filling block hollows	pockets	15
200mm wide Brickforce Reinforcement	Roll	6
<b><u>Plaster (1:4 Mix) and Painting &amp; Decoration</u></b>		
Sand	m <sup>3</sup>	1.17 (1.78 tonnes)
Cement	pockets	27

Black Bituminous Paint (two coats) - 5 litres bucket	No.	4
<b><u>ROOF</u></b>		
28 Gauge (0.37mm) Corrugated Iron Sheets 5.61m long	No.	17
28 Gauge (0.37mm) Corrugated Iron Sheets 4.35m long	No.	31
28 Gauge (0.37mm) Corrugated Iron Sheets 4.21m long	No.	16
28 Gauge (0.37mm) Corrugated Iron Sheets 3.26m long	No.	16
<b><u>Soft Wood Timber</u></b>		
50 x 150mm Softwood Timber (5.54m)	No.	40
50 x 75mm Softwood Timber (5.54m)	No.	29
25 x 225mm Softwood fascia/barge board (5.54)	No.	16
<b><u>Nails</u></b>		
Roofing Nails	Kg	24
Wire Nails - 5"	Kg	14
Wire Nails - 4"	Kg	14
Wire Nails 3"	Kg	6
<b><u>Metal Work</u></b>		
3mm galvanised wire	Kg	10
<b><u>Painting of Fascia Board</u></b>		
Pink Primer	5 Litres	1
Undercoat Paint	5 Litres	1
Gloss Paint	5 Litres	1
<b><u>INTERNAL AND EXTERNAL WALLS</u></b>		
<b><u>190 x 190mm Reinforced Concrete Beam (1:2:4 mix)</u></b>		
Y12 Deformed Bars (6m lengths)	No.	68
R8 Round Bars @ 200mm centres (6m lengths)	No.	50
Wire Nails 4"	Kg	10
Wire Nails 5"	Kg	10

150 x 50mm Softwood Timber (for concrete beam shutter)(5.54m)	No.	28
75 x 50mm Softwood Timber (for Concrete beam Shutter) 5.54m	No.	28
Shutter Oil / Used Oil	Litres	20
Sand	m <sup>3</sup>	2.5 (3.8 tonnes)
Cement	Pockets	36
Quarry Stone	m <sup>3</sup>	5 (8 tonnes)
<b><u>75mm Concrete coping</u></b>		
Sand	m <sup>3</sup>	0.09 (0.14 tonnes)
Cement	Pockets	2
Quarry Stone	m <sup>3</sup>	0.18 (0.28 tonnes)
<b><u>Walls</u></b>		
200 x 200 x 400mm Cement blocks	No.	4310
9" Brickforce wire	Roll	16
Cement	Pockets	110
Sand	m <sup>3</sup>	7 (10.64 tonnes)
250 x 50mm PVC Air Vents	Pair	39
9" DPC (60m Roll)	No.	2
<b><u>WINDOWS AND DOORS</u></b>		
900x 2100mm steel door frame	No.	14
860 x 2060mm High FLBB Doors (for external doors)	No.	8
860 x 2060mm Hollow Core Flush Doors (for internal doors)	No.	6
W1 2000 x 1500mm High Steel Window, as described on the drawings.	No.	2
W2 1500 x 1200mm High Steel Window, as described on the drawings.	No.	6
W3 600 x 900mm High Steel Window, as described on the drawings.	No.	8

W4 600 x 600mm High Steel Window, as described on the drawings.	No.	6
Undercoat Paint	Litres	10
Gloss Paint	Litres	20
Turpentine	Litres	6
<b><u>IRONMONGERY</u></b>		
Union Rubber Door Stopper	No.	14
"Union" Two Lever Mortice Lock	No.	14
Sliding window stay	No.	24
Peg window stay	No.	6
Window handles	No.	18
<b><u>WALL FINISHES</u></b>		
<b><u>Internal Walls</u></b>		
<u>15mm Rendering 1:4(cement: Sand)</u>		
Sand	m <sup>3</sup>	4.68 (7.11 tonnes)
Cement	Pockets	30
<u>Painting:</u>		
Undercoat Paint	Litres	20
PVA Paint	Litres	40
<b><u>External Walls</u></b>		
<u>Recessed Pointing to Blockwork</u>		
Cement	Pockets	2
Sand	m <sup>3</sup>	0.3 (0.47 tonnes)
<u>15mm Rendering 1:4 (cement: Sand)</u>		
Sand	m <sup>3</sup>	1.48 (2.25 tonnes)
Cement	Pockets	10
<u>Painting:</u>		



Undercoat Paint	Litres	6
PVA Paint	Litres	20
Clear Brick Sealer (Two Coats)	Litres	40
<b><u>FLOOR FINISHES</u></b>		
<u>25mm thick cement and sand floor screed, steel trowelled finish</u>		
Sand	m <sup>3</sup>	4.46 (6.77 tonnes)
Cement	Pocket	42
<b><u>FITTINGS AND FURNISHINGS</u></b>		
<b><u>WARDROBES</u></b>		
<b><u>100mm high plinth</u></b>		
standard cement bricks (215 x 103 x 65mm)	No.	320
Sand	m <sup>3</sup>	0.3 (0.44 tonnes)
Cement	Pocket	2
<u>Carpentry and Joinery:</u>		
50 x 50mm wrot softwood for door frames (5.4m length)	No.	14
19mm pine blockboard	No.	12
15mm diameter chromium plated pipe - 6m length	No.	2
50mm butt hinges	Pair	18
Wandrobe "D Handles"	No.	12
cabinet lock	No.	12
3" Wire nails	Kg	2
1" wood screws	Packet	2
<u>Painting:</u>		
Pink primmer	Litres	8
Undercoat Paint	Litres	8
Gloss Paint	Litres	10

Turpentine	Litres	4
<b><u>EXTERNAL WORKS</u></b>		
<b><u>Soak Pit for bathroom</u></b>		
Dig and fill soak pit (1m3) with stones ( <b>Community Contribution</b> )	m3	2
<b><u>STORM WATER DRAIN</u></b>		
standard cement bricks (215 x 103 x 65mm)	No	1020
Sand	m3	0.9 (1.36 tonnes)
Cement	Pocket	4

